

Pearson BTEC Level 2 Diploma in Business Administration

Specification

Combined (Competence and Knowledge) qualification

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Issue 4

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 4. Key changes are listed in the summary table on the next page of the document. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

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Summary of Pearson BTEC Level 2 Diploma in Business Administration specification Issue 4 changes

Summary of changes made between previous Issue 3 and this current Issue 4	Page/section number
Unit 2 amended unit summary	37
Unit 3 AC1.1 amplification corrected for formal meetings (no fixed process, internal or external to the organisation) and disciplinary or grievance hearings added. Unit 3 AC1.3 additional amplification added, to expand on the steps involved in organising meetings (both formal and informal) i.e. before, during and after.	50
Unit 3 AC2.2 amplification amended and additional amplification added, to cover travel for different modes of transport other than air travel and to clarify the amplification for ' <i>Purpose of confirming instructions and requirements</i> '.	50
Unit 3 AC4.3 amplification corrected to 'cost effectiveness (cost of consumables, printing) and to cover speed of operation. Unit 3 AC5.1 amplification corrected to cover hand delivered, internal mail envelope and removed group emails.	53
Unit 4 AC2.2 amplification amended to include different types of electronic distribution channels. Amplification added to clarify the features of both electronic and paper distribution channels.	61
Unit 4 AC3.1 amplification expanded to cover more types of information, as previous list was limited. Unit 4 AC3.4 amplification amended to include further data protection requirements and to cover retainment requirements for personnel records. Amplification relating to financial requirements has been removed.	62
Unit 46 amended unit summary	305

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.

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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, we specify a total number of hours that learners are expected to undertake in order 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, we identify the number of Guided Learning Hours (GLH) 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.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Combined (Competence and Knowledge) qualifications are 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 2 Diploma Business Administration
Qualification Number (QN)	601/3405/7
Regulation start date	29/05/2014
Operational start date	01/09/2014
Approved age ranges	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.
Credit value	45
Assessment available	Portfolio of Evidence (internal assessment) and Pearson-devised assessment (onscreen testing)
Total Qualification Time (TQT)	450
Guided learning hours	226
Grading information	The qualification and units are graded pass/fail.

Qualification title	Pearson BTEC Level 2 Diploma in Business Administration
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification, however it is likely that they will be seeking work or may already be employed within the business administration sector. Centres must follow the Pearson Access and Recruitment policy (see <i>Section 7, Access and Recruitment</i>).
Funding	<p>Details on funding approval will be available in the future on the Learning Aims Reference Service (LARS) database, which replaces the Learning Aim Reference Application (LARA). In the interim, the LARS Lite database is available to check funding approval.</p> <p>Alternatively, the Skills Funding Agency's simplified funding catalogues can be used to check funding approval.</p> <p>Further information and guidance is available on the website: www.gov.uk</p>

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. 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: www.qualifications.pearson.com

3 Qualification rationale

Qualification objectives

The Pearson BTEC Level 2 Diploma in Business Administration is for learners who work in, or who want to work in Business Administration in job roles such as:

Administrator	Business Support Officer
Office Junior	Receptionist

It gives learners the opportunity to:

- develop and demonstrate technical and wider sector-related knowledge to underpin competence in the job roles stated above. This includes the principles and practices underpinning the core tasks and responsibilities related to the job roles above as well as wider work-related knowledge such as organisational structure and environment, the use of research in business, equality and diversity and the legal context of business
- develop and demonstrate a range of technical skills and behaviours that supports competence in the job roles stated above. This includes communicating verbally and in writing, preparing business documents, organising and supporting meetings and events and managing information and diary systems
- develop their own personal growth and engagement in learning through the development of personal, learning and thinking skills (PLTS)
- have existing skills recognised
- achieve a nationally-recognised Level 2 qualification.

Relationship with previous qualifications

This qualification is a direct replacement for the Pearson Edexcel Level 2 NVQ Certificate in Business and Administration, which has expired, and the Pearson BTEC Level 2 Certificate in Principles of Business and Administration, which expires December 2014.

Apprenticeships

Skills CFA include the Pearson BTEC Level 2 Diploma in Business Administration as the competencies component for the Intermediate Apprenticeship in Business Administration.

Progression opportunities

Learners who achieve the Pearson BTEC Level 2 Diploma in Business Administration can progress to:

- Pearson BTEC Level 2 Diploma in Customer Service
- Pearson BTEC Level 2 Diploma in Team Leading
- Pearson BTEC Level 3 Diploma in Business Administration
- Pearson BTEC Level 3 Diploma in Customer Service
- Pearson BTEC Level 3 Diploma in Management
- Job roles such as Office Executive, Office Supervisor and Personal 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 and Administration, which were set and designed by Skills CFA, the Sector Skills Council.

4 Qualification structure

Pearson BTEC Level 2 Diploma 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	45
Minimum number of credits that must be achieved at level 2 or above	36
Number of mandatory credits that must be achieved	21
Minimum number of optional credits that must be achieved from Group B	14
Minimum number of optional credits that must be achieved from Group B, C or D	10
Maximum number of optional credits that can be achieved from Group C	10
Maximum number of optional credits that can be achieved from Group D	6

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	H/506/1893	Communication in a Business Environment	2	3	19
2	A/506/1964	Understand Employer Organisations	2	4	40
3	J/506/1899	Principles of Providing Administrative Services	2	4	25
4	T/506/1901	Principles of Business Document Production and Information Management	2	3	21
5	L/506/1788	Manage Personal Performance and Development	2	4	18
6	R/506/1789	Develop Working Relationships with Colleagues	2	3	19

Unit	Unit reference number	Group B Optional units	Level	Credit	Guided learning hours
7	A/506/1883	Administer the Recruitment and Selection Process	2	3	25
8	D/506/1813	Handle Mail	2	3	15
9	D/506/1875	Organise Business Travel or Accommodation	2	4	23
10	H/506/1814	Provide Reception Services	2	3	15
11	H/506/1876	Provide Administrative Support for Meetings	2	4	28
12	K/506/1815	Prepare Text from Notes Using Touch Typing	2	4	26
13	L/506/1807	Manage Diary Systems	2	2	12
14	L/506/1810	Collate and Report Data	2	3	19
15	L/506/1869	Contribute to the Organisation of an Event	2	3	23
16	L/506/1905	Employee Rights and Responsibilities	2	2	16
17	M/506/1816	Prepare Text from Shorthand	2	6	46
18	M/506/1895	Buddy a Colleague to Develop their Skills	2	3	19
19	R/506/1811	Store and Retrieve Information	2	4	19
20	R/506/1887	Administer Parking Dispensations	2	3	25
21	R/506/1890	Administer Finance	2	4	21
22	T/506/1817	Prepare Text from Recorded Audio Instruction	2	4	15
23	T/506/1865	Archive Information	2	3	14
24	T/506/1879	Administer Human Resource Records	2	3	28
25	Y/506/1809	Produce Business Documents	2	3	24
26	Y/506/1812	Produce Minutes of Meetings	2	3	13
27	A/506/1799	Meet and Welcome Visitors in a Business Environment	1	2	20
28	D/506/1794	Health and Safety in a Business Environment	1	2	10
29	K/506/1796	Use a Telephone and Voicemail System	1	2	20

Unit	Unit reference number	Group B Optional units	Level	Credit	Guided learning hours
30	A/506/1916	Contribute to the Development and Implementation of an Information System	3	6	21
31	F/506/1917	Monitor Information System	3	8	43
32	K/506/1913	Develop a Presentation	3	3	11
33	M/506/1914	Deliver a Presentation	3	3	17
34	M/506/1945	Analyse and Present Business Data	3	6	24
35	Y/506/2295	Maintain and Issue Stationery and Supplies	2	3	18
36	J/506/1868	Use and Maintain Office Equipment	2	2	10
Unit	Unit reference number	Group C Optional units	Level	Credit	Guided learning hours
37	M/502/4300	Using Email	2	3	20
38	F/502/4396	Bespoke Software	2	3	20
39	F/502/4625	Spreadsheet Software	2	4	30
40	J/502/4559	Data Management Software	2	3	20
41	M/502/4622	Presentation Software	2	4	30
42	R/502/4628	Word Processing Software	2	4	30
43	R/502/4631	Website Software	2	4	30
44	A/506/2130	Deliver Customer Service	2	5	27
45	F/506/1934	Participate in a Project	3	3	19
46	F/601/8320	Processing Customers' Financial Transactions	2	4	8
47	T/505/1238	Payroll Processing	2	5	20
48	R/506/2134	Process Information about Customers	2	3	14
49	Y/506/2149	Develop Customer Relationships	2	3	18

Unit	Unit reference number	Group D Optional units	Level	Credit	Guided learning hours
50	A/506/1818	Understand the Use of Research in Business	2	6	40
51	D/506/1939	Understand the Legal Context of Business	3	6	44
52	D/502/9928	Principles of Marketing Theory	2	4	30
53	D/502/9931	Principles of Digital Marketing	2	5	40
54	K/503/8194	Principles of Customer Relationships	2	3	18
55	L/506/2083	Understand Working in a Customer Service Environment	1	3	25
56	R/505/3515	Know How to Publish, Integrate and Share Using Social Media	2	5	40
57	F/505/6880	Exploring Social Media	2	2	16
58	L/505/3514	Understand the Safe Use of Online and Social Media Platforms	2	4	35
59	J/506/1806	Principles of Equality and Diversity in the Workplace	2	2	10
60	R/506/2294	Principles of Team Leading	2	5	37

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 qualifications.pearson.com/policies

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
- integrating the delivery and assessment of Personal, Learning and Thinking Skills (PLTS) and Employment Rights and Responsibilities (ERR) if the programme is being delivered as a part of an Apprenticeship. It is important that learners understand the relevance of these skills in the workplace and are aware of when and how they will be developing them (see *Annexe D* for mapping of PLTS to the units in this specification)
- 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 2 Diploma 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.

Competence units should be delivered in the workplace as best practice. This should involve tutors/trainers agreeing with learners a structured programme of activities to ensure that the necessary competencies are developed in an effective and coherent way.

Where possible, delivery models should be integrated across mandatory and optional units to avoid duplication and repetition.

The mandatory knowledge-based units, Unit 2 *Understand Employer Organisations*, Unit 3 *Principles of Providing Administrative Services*, Unit 4 *Principles of Business Document Production and Information Management* are best delivered through off the job training, where underlying principles of business administration can be delivered, explored, examined and discussed. Classes, tutorials and seminars can be used to teach the knowledge components of the units. This will provide learners with a sound knowledge base for the development of practical skills that can be evidenced in the workplace. It is suggested that the delivery of these units can be enriched and extended by the use of teaching and learning methods and activities that draw on current and best practice in a generic range of contexts as well as the specific context of the work environment. Delivery may include the use of:

- vocationally specific workplace case-study materials
- demonstrations
- expert visiting speakers
- visits to different types of companies
- group and individual problem solving activities
- peer learning
- presentations

- questioning and discussions
- role-plays
- virtual learning environments and online learning resources.

For example, in delivering Unit 2 *Understand Employer Organisations*, it may be possible to draw on the different types of organisations across a range of learners. A review of the company website and literature, together with discussions with mentors and supervisors, can help learners to research and understand the structures and organisational environments of their own company. This could also be linked with Unit 51 *Understand the Legal Context of Business* and be followed up with presentations to other learners or groups that could integrate other mandatory or optional units, or components of an apprenticeship such as 'Personal Learning and Thinking Skills' (PLTS) for example.

Unit 3 *Principles of Providing Administrative Services* and Unit 4 *Principles of Business Document Production and Information Management* could be integrated. For example, in learning outcome 1 in Unit 3 learners could examine the different types of company documents used in the organisation and administration of meetings towards learning outcome 1 in Unit 4. This could be developed by researching the storage and distribution requirements of the meeting documents within the organisation.

Unit 3 and Unit 4 can also be integrated with the IT units in Optional Group C. Coaching and mentoring of learners in the workplace is an effective method of providing training and support at the point of delivery, for example, house-style, naming and saving conventions and how to minimise waste in the work environment.

The knowledge-based outcomes in competence-based mandatory units such as Unit 1 *Communication in a Business Environment* and Unit 6 *Develop Working Relationships with Colleagues* can be delivered away from the work environment to allow the learner to develop these skills in a safe environment that can then be transferred to the workplace. Learners could be teamed with experienced professionals who could act as mentors providing help and support as the learner develops the necessary skills.

There are a number of financially related optional units which could be integrated, depending on learner job roles, e.g. Unit 21 *Administer Finance*, Unit 46 *Processing Customers' Financial Transactions* and Unit 47 *Payroll Processing*. An understanding of relevant financial terminology would also allow learners to speak about finance and budgeting confidently and enable application to real life situations or to the mathematics component of an apprenticeship programme.

The qualification also includes a number of personnel related optional units, Unit 7 *Administer the Recruitment and Selection Process*, Unit 18 *Buddy a Colleague to Develop their Skills* and Unit 24 *Administer Human Resource Records*. There are strong links here to mandatory Unit 1 and Unit 6.

Qualification delivery can be enhanced by co-ordinating and integrating optional unit delivery.

A range of case studies could be developed and made available to learners in study packs and/or in a computer based learning environment that relate to travel and accommodation arrangements, mail services, office equipment, diary systems and customer service. By discussing a range of contexts, using speakers and visits to companies, learners' knowledge can be extended and enhanced. The following Optional Units have affinities and links with mandatory Unit 3 *Principles of Providing Administrative Services* and Unit 4 *Principles of Business Document Production and Information Management*; Unit 8 *Handle Mail*, Unit 9 *Organise Business Travel or Accommodation*, Unit 10 *Provide Reception Services*, Unit 11 *Provide Administrative Support for Meetings*, Unit 13 *Manage Diary Systems*, Unit 15 *Contribute to the Organisation of an Event*, Unit 25 *Produce Business Documents*, Unit 26 *Produce Minutes of Meetings*, Unit 27 *Meet and Welcome Visitors in a Business Environment*, Unit 29 *Use a Telephone and Voicemail System* and Unit 36 *Use and Maintain Office Equipment*.

Tutors should make use of a range of teaching and learning approaches and materials, including the suggested resources within each unit.

Formative assessments are a useful learning tool and in the mandatory units can help learners to identify gaps in their knowledge and any additional learning that may be required. The use of learning journals and reflective accounts is to be encouraged and with guidance, these could be structured to support their achievement of relevant assessment criteria. Links could be made to on-the-job training and development which may in turn contribute to the competence-based mandatory unit, Unit 5 *Manage Personal Performance and Development*. There are many on-line tools that are available for learners to access to evaluate their current skill levels and these might be useful for promoting discussions, whether through on-the-job or off-the-job training, that can help learners to formulate their own ideas of where they want their development and careers to go in the future.

Components of understanding employers' expectations and employees rights and obligations could also be built into the learning for Unit 5 *Manage Personal Performance and Development*, which also explores the management of personal performance, achieving an acceptable "work-life balance", identifying development needs and fulfilling a personal development plan. Delivery can also incorporate relevant aspects of the ERR unit (Unit 16 *Employee Rights and Responsibilities*) such as training, career pathways, statutory rights and responsibilities and employer expectations.

There are new units in the qualification which relate to social media, Unit 56 *Know How to Publish, Integrate and Share Using Social Media*, Unit 57 *Exploring Social Media* and Unit 58 *Understand the Safe Use of Online and Social Media Platforms* and these could also provide valuable links to the achievement of the ERR unit (Unit 16 *Employee Rights and Responsibilities*). For example, learners could explore how their companies use social media, their codes of practice for using social media and the consequences of its misuse.

Opportunities to integrate the delivery and assessment of 'Personal Learning and Thinking Skills' (PLTS) will arise naturally through the delivery of the knowledge and competence outcomes, particularly in the mandatory units. Unit 5 *Manage Personal Performance and Development* may be seen as an example where PLTS could be delivered through off the job training but evidenced through the learner's work products. Centres should plan and make full use of the opportunities to integrate PLTS that are available (Annexe D).

Wherever possible, the knowledge learning outcomes and competence outcomes should mutually reinforce learning of the subject matter.

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 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 (Skills CFA Assessment Strategy for Business Administration, Customer Service and Management and Leadership) in *Annexe A*. Staff assessing learners must meet the occupational competence requirements within the overarching assessment 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.

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

Prior knowledge, skills and understanding

No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification, however it is likely that they will be seeking work or may already be employed within the business administration sector.

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, assessed through a combination of internal and external assessment.

All competence units are internally assessed. Knowledge units can be assessed through internal or external assessment. The type of unit, whether knowledge or competence, is stated in the unit information section at the start of each unit. Information on the methods and requirements for both internal and external assessment is given later in this section.

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

Language of assessment

External assessments for units in this qualification will be available in English.

Assessments for units that are to be internally assessed 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 qualifications.pearson.com/policies

Competence units – internal assessment

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: [qualifications.pearson.com /policies](http://qualifications.pearson.com/policies)

- 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* and *C*. The unit assessment requirements section in each unit states where these strategies apply.

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, B and C*.

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) (Unit 27, 28 and 29 only)
- 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, B and C*. 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 – external and internal assessment

The following knowledge units in this qualification can be externally assessed through an onscreen test or internally assessed through a Portfolio of Evidence. Centres have the option to choose the method of assessment that is most suitable for their learners and context.

Unit 2: Understand Employer Organisations

Unit 3: Principles of Providing Administrative Services

Unit 4: Principles of Business Document Production and Information Management

Unit 60: Principles of Team Leading

Learners can achieve units through a combination of Portfolio of Evidence and onscreen tests but a single unit must use one or the other form of assessment.

The following knowledge units are assessed internally through a Portfolio of Evidence only.

Unit 16: Employee Rights and Responsibilities

Unit 50: Understand the Use of Research in Business

Unit 51: Understand the Legal Context of Business

Unit 52: Principles of Marketing Theory

Unit 53: Principles of Digital Marketing

Unit 54: Principles of Customer Relationships

Unit 55: Understand Working in a Customer Service Environment

Unit 56: Know How to Publish, Integrate and Share Using Social Media

Unit 57: Exploring Social Media

Unit 58: Understand the Safe Use of Online and Social Media Platforms

Unit 59: Principles of Equality and Diversity in the Workplace

External assessment

Pearson sets and marks the externally assessed onscreen tests. These tests must be taken by the learner under examination conditions.

The table below gives information about the onscreen tests available for this qualification.

Unit 2: Understand Employer Organisations	
Length of assessment	The external assessment will be 35 minutes
Number of marks	25
Assessment availability	On demand
First assessment availability	October 2014

Unit 3: Principles of Providing Administrative Services	
Length of assessment	The external assessment will be 45 minutes
Number of marks	35
Assessment availability	On demand
First assessment availability	October 2014

Unit 4: Principles of Business Document Production and Information Management	
Length of assessment	The external assessment will be 35 minutes
Number of marks	25
Assessment availability	On demand
First assessment availability	October 2014

Unit 60: Principles of Team Leading	
Length of assessment	The external assessment will be 45 minutes
Number of marks	35
Assessment availability	On demand
First assessment availability	October 2014

The onscreen tests assess all the learning outcomes in the identified units to meet the standard specified by the related assessment criteria. All the amplification in each unit is mandatory for the tests. The test writer will use the *Unit amplification* section in the unit as a guide when writing questions. Centres need to make sure that learners are:

- fully prepared to sit the onscreen tests
- entered for the tests at appropriate times, with due regard for resit opportunities as necessary.

All centres offering onscreen assessment must comply with the Joint Council for Qualifications (JCQ) document *Instructions for the Conduct of Examinations (ICE)*. The current version of this document is available on our website at: qualifications.pearson.com

Internal assessment

Internal assessment of the knowledge units is 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: qualifications.pearson.com

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: [qualifications.pearson.com /policies](http://qualifications.pearson.com/policies). 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: [qualifications.pearson.com /policies](http://qualifications.pearson.com/policies)

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/en/support/support-for-you/work-based-learning

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/en/support/support-for-you/work-based-learning

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 defined 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:

Communication in a Business Environment

Unit reference number: H/506/1893

Level: 2

Credit value: 3

Guided learning hours: 19

Unit type: Competence

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	<ul style="list-style-type: none">1.1 Explain why different communication methods are used in the business environment1.2 Describe the communication requirements of different audiences1.3 Explain the importance of using correct grammar, sentence structure, punctuation, spelling and conventions in business communications1.4 Explain the importance of using appropriate body language and tone of voice when communicating verbally
2 Be able to produce written business communications	<ul style="list-style-type: none">2.1 Identify the nature, purpose, audience and use of the information to be communicated2.2 Use communication channels that are appropriate to the information to be communicated and the audience2.3 Present information in the format that meets the brief2.4 Adhere to agreed business communication conventions and degree of formality of expression when producing documents2.5 Produce business communications that are clear, accurate and correct2.6 Meet agreed deadlines in communicating with others

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

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 9780435046903

Websites

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

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

Assessment

This unit is internally assessed. 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

This unit must be assessed in the workplace in accordance with the Skills CFA Assessment Strategy for Business Administration, Customer Service and Management and Leadership 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.

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.

Question and answer (Q&A) sessions 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. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 2:

Understand Employer Organisations

Unit reference number: A/506/1964

Level: 2

Credit value: 4

Guided learning hours: 40

Unit type: Knowledge

Unit summary

Employer organisations have a wide range of purposes such as supplying goods and services, while others manufacture goods. Some organisations want to make profits to satisfy their shareholders, others do not. You will learn about the differences between the different types of organisations in the private sector, from the small to the large national and international organisations, those controlled by the Government in the public sector and those in the voluntary sector and how each type of organisation is set up against a specific legal structure.

The operational functions of organisations are different depending on their size and structure. The larger the organisation is, roles and responsibilities become specialised and you will gain an understanding of how functional activities interrelate.

There are various internal and external factors that influence how organisations operate and function, so it is important for you to understand how organisations deal with these. You will learn how political, economic, social, technological, legal and environmental change impacts on organisations. Different models of analysis are used by organisations to assess the impact and how they will be dealt with. No organisation can survive unless it fits into the environment in which it operates.

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 organisational structures	<ul style="list-style-type: none">1.1 Explain the differences between the private sector, public sector and voluntary sector1.2 Explain the functions of different organisational structures1.3 Describe the features of different types of legal structures for organisations
2 Understand the organisational environment	<ul style="list-style-type: none">2.1 Describe the internal and external influences on organisations2.2 Explain the use of different models of analysis in understanding the organisational environment2.3 Explain why change in the business environment is important

Unit amplification

This content has been written in an expanded format to facilitate both onscreen testing and portfolio assessment. Learners presenting work for portfolio assessment are not expected to evidence all of the amplification. Learners who are to be assessed by the onscreen test could be tested on any aspect of the amplification.

AC1.1: Explain the differences between the private sector, public sector and voluntary sector

- *Private Sector:* run by individuals and companies for profit
 - o Sole trader
 - o Partnership
 - o Limited company
 - o Public Limited Company
- *Public Sector:* managed by government ministries and departments and financed through public and business taxes; provide service to public
 - o Education: schools; colleges
 - o National Health Service: hospitals; nursing homes; GP practices
 - o Local councils
 - o Police
- *Voluntary Sector:* not for profit organisations; benefit the public
 - o Charities: Oxfam; Red Cross
 - o Trusts: Housing Associations
 - o Local community interest organisations: Neighbourhood Watch Schemes
 - o Societies: local sports club; uniformed organisations (scouts and guides, theatre groups)

AC1.2: Explain the functions of different organisational structures

- *Types of organisational structures:*
 - o Flat hierarchical: few levels; wide areas of responsibility; short lines of communication
 - o Tall hierarchical: many levels; narrow areas of responsibility; long lines of communication
 - o Functional: employee has a single manager that they report to; areas are organised by functional areas; issues/queries will be directed to a single point of contact
 - o Matrix: sub areas within a functional area (employee could work in Product A sales Department, Product B Operations department)
- *Organisational structure for small organisations:*
 - o Flat hierarchical: few members of staff therefore more responsibility; flexible; more responsive to market needs
 - o Functional: in-depth knowledge of a particular product/area of the company; know all employees; knowledge of who to speak to or escalate an issue/query to; issues/queries will be directed to a single point of contact; clear of own responsibility; clear of responsibility of other departments across the business
- *Organisational structure for large organisations on one-site:*
 - o Tall hierarchical: more people; more focused area of responsibility; in-depth knowledge of the functional area; general knowledge of other areas of the company
 - o Functional: in-depth knowledge of a particular product/area of the company; knowledge of who to speak to or escalate an issue/query to; clear of own responsibility; clear of responsibility of other departments across the business
 - o Matrix: in-depth knowledge of a product within the functional area; general understanding/knowledge of other areas of the business; focused responsibilities; difficult to find a point of contact for other business areas; build relationships with colleagues across sites/business areas
- *Organisational structure for large organisations across sites or countries:*
 - o Tall hierarchical: more people; more focused area of responsibility; in-depth knowledge of the functional area; general knowledge of other areas of the company
 - o Matrix: in-depth knowledge of a product within the functional area; general understanding/knowledge of other areas of the business; focused responsibilities; difficult to find a point of contact for other business areas; build relationships with colleagues across sites/business areas

AC1.3: Describe the features of different types of legal structures for organisations

- *Private Sector:*
 - o Sole Trader: one owner; sole responsibility; liability for all debts of business; risks to own property; keeps profits
 - o Partnership: shared ownership; shared responsibility; joint liability for all debts of business; partners share profits or as agreed in deed or partnership; common in professional services (accountants, solicitors, veterinary surgery)
 - o Limited Company: shared ownership through shareholding investment; liability limited to investment in business; need for company registration (Articles of Association, Memorandum of Association); on-going submission of accounting statements
- *Public Limited Company:* owned by shareholders; liability limited to investment in business; need for company registration (Articles of Association, Memorandum of Association); financial records published; annual general meetings held; Director reappointments or new appointments voted on
- *Public Sector:* set up and controlled by the Government; and financed through taxes by the public
- *Voluntary Sector:*
 - o Unincorporated Association: don't have to register with any regulatory body; not obliged to keep a membership list; if a charity and have an income above £5,000 required to register with the Charity Commission
 - o Charitable Trust: run by a small group of people (trustees); trustees can be appointed for life or changed regularly; trustees don't receive any personal benefit from its activities
 - o A Charitable Incorporated Organisation: registered and regulated by the Charity Commission; annual accounts and trustees annual report must be submitted to Charity Commission
 - o A Charitable Company: Limited Company with charitable aims; Directors are not personally liable for the company's debts; membership organisation; has its own Memorandum & Articles of Association

AC2.1: Describe the internal and external influences on organisations

- *Internal influences: within the organisation's control*
- *Communication:*
 - Positive: good lines of communication; important information will be given and received; no confusion
 - Negative: bad lines of communication; important information may not be given or received; confusion about what needs to be done
- *Manager motivation:*
 - Positive: staff will be recognised (staff will become motivated, work will be completed and completed well)
 - Negative: lack of recognition (staff will become demotivated, work not completed or completed badly)
- *Company image or reputation:*
 - Positive: good image or reputation (people will continue to use the company, company will gain business, company may need to recruit to expand the business)
 - Negative: poor image or reputation (people will stop using the company, company will lose business, company may need to downsize and staff may lose their jobs)
- *Policy making:*
 - Positive: staff will know how to carry out their work; will know the expectations
 - Negative: staff will not know how to carry out their work; will not know the expectations
- *Recruitment processes:*
 - Positive: skilled and experienced staff; work completed appropriately
 - Negative: unskilled or inexperienced staff; work not completed appropriately; work re-done by more qualified/experienced person
- *Management skills:*
 - Positive: staff/budget and work flow will be controlled; company will succeed
 - Negative: staff/budget and work flow will not be controlled; company will fail
- *External influences: beyond the organisation's control*
 - Good lending conditions: good investment opportunities for services/product development; choice of financial sources
 - Tight lending conditions: make investment opportunities for services/product development difficult; need to explore alternative financing sources

- o Decrease in interest rates: supports spending; loan repayments decreased
- o Increase in interest rates: supports savings and investments; loan repayments increased
- o Decrease in taxes: increases profits
- o Increase in taxes: reduces profits
- o Government regulations: develop plans for compliance with regulations
- o Competition from similar providers: enhance innovation and service to stay ahead of the competition

AC2.2: Explain the use of different models of analysis in understanding the organisational environment

- *SWOT Analysis*: supports business planning; understanding a situation and decision making
 - o Strengths: what the organisation is good at; what is going well (brand image, market growth, good customer service)
 - o Weaknesses: need to improve; changes
 - o Opportunities: new markets; new products; new customers; new technology
 - o Threats: new competitors; increase cost of raw materials; increase in energy costs; increase in taxes
- *PESTLE Analysis*: examines each factor to assess what the impact or potential impact will be on the organisation
 - o Political: taxes; VAT rates
 - o Economic: inflation rates; foreign exchange rates; interest rates; effect on supply and demand
 - o Social: high/low employment; culture; age demographics; gender
 - o Technological: be up-to-date; cost of new equipment/methods; staff training; web developments
 - o Legal: new sector legislation affecting manufacturing costs; meeting standards
 - o Environmental: recycling; ethical implications; carbon footprint; sources of timber; contribution of organisation to community; ecological influences; regulations

AC2.3: Explain why change in a business environment is important

- To continue to be successful it is important for organisations to:
 - Keep up with competitors
 - Adapt to changes in the market
 - As the business grows, the environment should also adapt: structure change; recruitment; new departments/areas created or lost
 - Keep up with legislation and political decisions: employment law; health and safety; EU trading
 - Keep up with technology: help business become more productive; streamlined; efficient

Information for tutors

Suggested resources

Books

Needle D – *Business in Context: An Introduction to Business and its Environment* (4th edition) (Cengage Learning Business Press, 2004) ISBN 9781861529923

Websites

www.bbc.co.uk/news/business – The business pages of the BBC website

www.bized.co.uk – Business education: a business education resource site

www.thetimes100.co.uk – *The Times* 100 business studies resource centre

Other

TV programmes that have business items most frequently

The Money Programme, BBC2 (weekly)

Working Lunch, BBC2 (daily)

Assessment

This unit can be assessed internally through a Portfolio of Evidence, or it can be assessed externally through an onscreen test. More information about each method of assessment is given below. This should be read in conjunction with *Section 8 Assessment*.

External assessment

External assessment is through an onscreen test. Pearson will set and mark this test. The test lasts for 35 minutes and is worth 25 marks. The assessment is available on demand.

The test assesses all of the learning outcomes and uses each individual assessment criterion and the associated *Unit amplification* as a base for the questions.

Internal assessment

Internal assessment is through an internally and externally quality assured Portfolio of Evidence. 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 follow the *Unit assessment guidance* given below.

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

Unit assessment guidance

The following is the required assessment method for this unit.

All learning outcomes must only be assessed by structured written assessment to allow the learner to demonstrate the depth and breadth of evidence required to meet the assessment criteria. This could be one single project or a series of linked or separate tasks. While the learning outcomes mainly require the learner to demonstrate knowledge and understanding of general business concepts, there are some opportunities for learners to relate this to their working environment and working experiences and this should be utilised in the design of the assessment. Evidence could be presented in a range of formats such as written reports, presentation slides, workbooks and directed assignments, as long as they allow the learner to present the evidence required to meet the assessment.

Unit 3:

Principles of Providing Administrative Services

Unit reference number: J/506/1899

Level: 2

Credit value: 4

Guided learning hours: 25

Unit type: Knowledge

Unit summary

Every business organisation needs efficient administrative support and the role of an administration assistant is a varied one.

The administrative function varies according to the size of the organisation. In a large organisation an administrative assistant may be working as part of a large team, or as an assistant to an individual. In a smaller organisation the infrastructure is often not so clearly defined, and the administrative support may be one role sometimes combined with the role of another, e.g. receptionist.

Whatever the size of the organisation, administration support will be required to carry out a range of tasks using different equipment, use that equipment efficiently and minimise the wastage of resources.

As part of the support role, an administration assistant needs to know how to organise and administer different types of meetings, how to organise arrangements for travel, accommodation and the managing of diary systems plus the use of mail services.

Customer service is an important part of the administrative role and, therefore, the administrator needs to have an understanding of good customer service within a business environment.

In this unit, you will learn how to develop your knowledge of a range of administrative support tasks. You will have an understanding of how to organise and administer different types of meetings. You will also need to understand how to organise travel and accommodation to meet the needs of the organisation. An important function of administrative support is the managing of diary systems, and you will know the features and purpose of different systems. An administrative assistant needs to know how to use a variety of office equipment effectively and how to keep waste to a minimum when using this equipment. The use of mail services is a regular task and you will need to know the different services that are available and the factors to take into account when selecting which to use. You will also need to understand the role good customer service has in a business environment.

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 organisation and administration of meetings	1.1 Describe the features of different types of meetings 1.2 Outline the different ways of providing administrative support for meetings 1.3 Explain the steps involved in organising meetings
2 Understand the organisation of travel and accommodation	2.1 Describe the features of different types of business travel and accommodation 2.2 Explain the purpose of confirming instructions and requirements for business travel and accommodation 2.3 Explain the purpose of keeping records of business travel and accommodation
3 Understand how to manage diary systems	3.1 Describe the features of hard copy and electronic diary systems 3.2 Explain the purpose of using diary systems to plan and co-ordinate activities and resources 3.3 Describe the types of information needed to manage a diary system 3.4 Explain the importance of obtaining correct information when making diary entries
4 Understand how to use office equipment	4.1 Describe different types of office equipment 4.2 Explain the uses of different types of office equipment 4.3 Describe factors to be considered when selecting office equipment to complete tasks 4.4 Describe how to keep waste to a minimum when using office equipment

Learning outcomes	Assessment criteria
5 Understand the use of mail services in a business context	5.1 Describe the types of mail services used in business organisations 5.2 Explain the need for different types of mail services 5.3 Explain the factors to be considered when selecting mail services 5.4 Explain the factors to be taken into account when choosing postage methods
6 Understand customer service in a business environment	6.1 Describe different types of customers 6.2 Describe the impact of their own behaviour on a customer 6.3 Explain the impact of poor customer service

Unit amplification

This content has been written in an expanded format to facilitate both onscreen testing and portfolio assessment. Learners presenting work for portfolio assessment are not expected to evidence all of the amplification. Learners who are to be assessed by the onscreen test could be tested on any aspect of the amplification.

AC1.1: Describe the features of different types of meetings

- *Formal: fixed process*; internal or external to the organisation but require a formal approach with notice of meetings sent out; formal arrangements for travel and/or accommodation; chairperson's briefing; minutes; action points plus agreement of all present on the draft before sending out minutes
 - o Annual General meeting (AGM)
 - o Extraordinary general meetings
 - o Board meetings
 - o Conferences
 - o Disciplinary or grievance hearings
- *Informal: ad hoc short notice meetings*; no agenda; no fixed process
 - o Briefings
 - o Training sessions
 - o Team meetings
 - o One to one

AC1.2: Outline the different ways of providing administrative support for meetings

- *Administrative support for meetings*: arranging facilities; providing documentation; liaising with participants; ensuring venue is set up appropriately; taking minutes; circulating minutes once written up

AC1.3: Explain the steps involved in organising meetings

Steps involved in organising meetings:

Before: identify purpose/objective of the meeting; propose a variety of suitable dates; select date which ensures statutory notice periods are given (AGMs, disciplinary hearings); arrange venue (onsite, offsite, online); invite attendees (verbal, online calendar invite, email, postal); collect agenda items; prepare agenda and circulate to attendees; prepare resources (previous minutes, paper, pens, technology); arrange refreshments (dietary requirements); prepare meeting room (room layout, number of places, equipment set up); confirm requisite number of attendees has been exceeded (quorum)

During: welcome participants; provide information, advice and support to participants; record meeting minutes; resolve issues affecting the running of the meeting (participants, technology, external distractions)

After: collate meeting notes, produce minutes, have minutes reviewed by chairperson for errors; circulate/publish meeting minutes; follow up actions

AC2.1: Describe the features of different types of business travel and accommodation

- *Travel:*
 - o Air: economy; business class (priority boarding, seat allocation, more legroom on aeroplane)
 - o Train: standard; first class; option to include bus or tube ticket
 - o Sea: foot passenger; car
 - o Car: hire vehicle; personal vehicle
 - o Choice: dependant on cost; convenience; time; destination
- *Accommodation:*
 - o Hotel: full range of facilities; convenient if accommodation needed for one or two nights
 - o Apartment: range of facilities; can choose to eat in or out; convenient if accommodation needed for five days or more
 - o Bed and breakfast in a guest house: half board (two meals included – normally breakfast and dinner); full board (all food included)

AC2.2: Explain the purpose of confirming instructions and requirements for business travel and accommodation

- *Instructions and requirements to be confirmed:*
 - o Travel: departure and destination points (departure times, ticket collection, car parking arrangements, onward transfers); mode of transport (plane, train, ferry, car); need for passport/visa; any cultural considerations
 - o Accommodation: location of accommodation (map, instructions); payment arrangements; accommodation type (hotel, bed and breakfast, apartment); check in and check out times
- *Purpose of confirming instructions and requirements:* check booking arrangements are accurate; check any amendments to itinerary; ensure punctual arrival; convenience for attendee; correct documentation is taken; minimise costs through cancellations

AC2.3: Explain the purpose of keeping records of business travel and accommodation

- *Travel and accommodation:*
 - o Records: destination; dates; costs; agencies/companies used
 - o Purpose: taxation; cross reference against records (expenses); evaluation of agencies/companies to inform future bookings

AC3.1: Describe the features of hard copy and electronic diary systems

- *Hard copy diary:* single copy; hand written entries; portable but not easy to change
- *Electronic diary system:* facility to share; secure through limited access; easy to change; automatic notifications/reminders; view multiple calendars at one time; send invitations to multiple attendees; variety of viewing options (day, week, month)

AC3.2: Explain the purpose of using diary systems to plan and co-ordinate activities and resources

- *Plan:* prioritise; deadlines; arrange mutually agreed dates; special requirements
- *Co-ordinate:* people; places; days/times

AC3.3: Describe the types of information needed to manage a diary system

- *Types of information needed to manage a diary system:* dates; times; venues; people involved; modes of travel to ensure sufficient time available before and after event

AC3.4: Explain the importance of obtaining correct information when making diary entries

- *Importance of obtaining correct information when making diary entries:* co-ordinating a number of personnel; knowledge of any deadlines; any conflicting demands; passing on accurate information; length of time needed for the diary entry and potential for conflicting appointments

AC4.1: Describe different types of office equipment

- *Office equipment:* computer (laptop, desk, tablet); printer (laser, black and white, colour); photocopier (black and white, colour, collation, email copies); telephone systems (mobile, headset); mail franking machine; post weighing scales; shredder; laminator

AC4.2: Explain the uses of different types of office equipment

- *Computer:* preparing documents; internal/external communication; calculations and preparing of accounts; electronic planners; distribution of documents
- *Printer:* produce hard copy of documents
- *Photocopier:* duplication of documents; scanning documents; email of scanner document for electronic use
- *Telephone systems:* internal/external communication; transferring of telephone calls between departments/employees; conference calls
- *Mail franking machine:* applies postage to outgoing post
- *Post weighing scales:* check weight to ensure correct amount of postage is used
- *Shredder:* destroy important/confidential paper based documents

AC4.3: Describe factors to be considered when selecting office equipment to complete tasks

- *Factors to consider when selecting office equipment:* safety; appropriateness for tasks; availability; cost effectiveness (cost of consumables, printing); speed of operation; time effectiveness; volume of work; confidentiality

AC4.4: Describe how to keep waste to a minimum when using office equipment

- *Keeping waste to a minimum when using office equipment:* checking printing or photocopying before producing in bulk; photocopying back to back; producing exact number of copies; printing two pages to a sheet if appropriate; making scrap pads from recycled paper; checking correct postage when franking post

AC5.1: Describe the types of mail services used in business organisations

- *Types of mail services:*
 - o External: special delivery (next day by 1pm 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
 - o Internal: hand delivered; internal mail envelope; bulk documents; pigeon holes

AC5.2: Explain the need for different types of mail services

- *Mail services:* postal service; courier company
- *Need for different types:* cost; speed; security; convenience; destination (international, local); weight of letter/package; robustness of material to be delivered; replacement value of documents/package

AC5.3: Explain the factors to be considered when selecting mail services

- *Mail services:* postal service; courier company
- *Factors:* cost; speed; security; convenience; destination (international, local); weight of letter/package; robustness of material to be delivered; replacement value of documents/package

AC5.4: Explain the factors to be taken into account when choosing postage methods

- *Postage methods:* special delivery; signed for 1st class; signed for 2nd class; 1st class mail; 2nd class mail; international tracked and signed; international tracked; international signed; international standard; international economy
- *Factors:* external; internal; cost; security; speed; sender and recipient; destination (international, local)

AC6.1: Describe different types of customers

- *Internal:* people within the organisation that you provide a service to (other departments, colleagues, some suppliers)
- *External:* people outside of the organisation that you provide a service to (other businesses, customers, suppliers)

AC6.2: Describe the impact of their own behaviour on a customer

- *Positive Impact:* customer will return
 - o Welcoming, pleasant, polite, helpful, professional: customer will feel valued; gives a positive impression of the organisation
- *Negative Impact:* customer will go to another company/organisation
 - o Aggressive behaviour, impolite or rude: customer may become aggressive or rude themselves
 - o Showing a lack of interest: customer will feel they are not valued

AC6.3: Explain the impact of poor customer service

- *Impact:* customer will not return; lack of business opportunities; poor reputation of the organisation; reduction in profits; customer complaint; affect customer service targets; poor internal relationships between departments/colleagues; stressful to staff

Information for tutors

Suggested resources

Books

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

Websites

www.skillsca.org – Skills CFA: The Sector Skills Council for Business and Administration

Assessment

This unit can be assessed internally through a Portfolio of Evidence, or it can be assessed externally through an onscreen test. More information about each method of assessment is given below. This should be read in conjunction with *Section 8 Assessment*.

External assessment

External assessment is through an onscreen test. Pearson will set and mark this test. The test lasts for 45 minutes and is worth 35 marks. The assessment is available on demand.

The test assesses all of the learning outcomes and uses each individual assessment criterion and the associated *Unit amplification* as a base for the questions.

Internal assessment

Internal assessment is through an internally and externally quality assured Portfolio of Evidence. 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 follow the *Unit assessment guidance* given below.

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

Unit assessment guidance

The following are the required assessment methods for this unit.

All learning outcomes in this unit must only be assessed by structured written assessment or written learner reflective accounts that cover the unit content and meet the level of demand of the assessment criteria. If structured written assessment is used, it should allow the learners to contextualise and relate the concepts to their own working environment and work experiences. The written assessment can take the form of a single project or a series of linked or separate tasks, and learners can provide evidence in different formats such as reports, presentation slides, workbooks and directed assignments, as long as they allow the learner to present the evidence required to meet the assessment criteria. Written reflective accounts should only be used if the learner is also completing any combination of the following optional units to achieve the qualification:

- *Manage Diary Systems*
- *Use and Maintain Office Equipment*
- *Organise Business Travel or Accommodation*
- *Provide Administrative Support for Meetings*

The reflective account for each learning outcome must be underpinned by the learner's evidence of competence from the relevant competence-based unit stated above. The learner's reflective account must be at the appropriate depth to meet the assessment requirements.

Unit 4: Principles of Business Document Production and Information Management

Unit reference number: T/506/1901

Level: 2

Credit value: 3

Guided learning hours: 21

Unit type: Knowledge

Unit summary

In a business environment, the production of documents and the managing of information are crucial skills. Most administrative roles require the job holder to produce documents in a variety of formats, usually using information communication technology to do so. Knowing how to store and distribute documents, and understanding how the management of information contributes to the efficient running of a business is vital. An important part of these functions is to know the requirements regarding data protection, copyright, intellectual property and the security of data.

In this unit you will learn how to prepare different types of business documents using different types of information communication technology. You will understand the regulatory requirements for producing, storing and distributing documents. You will also learn about the requirements for storing and distributing documents and how information is managed in business organisations.

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
<p>1 Understand how to prepare business documents</p>	<p>1.1 Describe different types of business documents that may be produced and the format to be followed for each</p> <p>1.2 Explain the use of different types of information communication technology (ICT) for document production</p> <p>1.3 Explain the reasons for agreeing the use, content, layout, quality standards and deadlines for document production</p> <p>1.4 Explain the importance of document version control and authorisation</p> <p>1.5 Explain how the requirements of security, data protection, copyright and intellectual property legislation may affect the production of business documents</p> <p>1.6 Explain how to check the accuracy of business documents</p>
<p>2 Understand the distribution of business documents</p>	<p>2.1 Explain how the requirements of security, data protection, copyright and intellectual property legislation may affect the distribution and storage of business documents</p> <p>2.2 Describe different types of distribution channels</p>
<p>3 Understand how information is managed in business organisations</p>	<p>3.1 Describe the types of information found in business organisations</p> <p>3.2 Explain the need for safe storage and efficient retrieval of information</p> <p>3.3 Describe the features of different types of systems used for storage and retrieval of information</p> <p>3.4 Describe the legal requirements for storing business information</p>

Unit amplification

This content has been written in an expanded format to facilitate both onscreen testing and portfolio assessment. Learners presenting work for portfolio assessment are not expected to evidence all of the amplification. Learners who are to be assessed by the onscreen test could be tested on any aspect of the amplification.

AC1.1: Describe different types of business documents that may be produced and the format to be followed for each

- *Business letters:* to include formal and informal. Addresses of sender and recipient; date; salutation and complimentary close; paragraphing
- *Reports:* title; terms of reference; subheadings; findings; conclusion; recommendations
- *Emails:* recipient/s; sender; subject; signature
- *Minutes of meetings:* title; date; place; attendees; apologies; matters arising from previous meetings; record of business; action points; details of next meeting
- *Lists:* alphabetically ordered; numerically ordered
- *Numerical Information:* tables; graphs; charts
- *Instructions:* short phrases; bullets or numbering; chronological order
- Newsletters: columns and images
- *Notices and advertisements:* no set format or layout

AC1.2: Explain the use of different types of information communication technology (ICT) for document production

- *Computer software:* word processing software (letters, reports); spreadsheet software (financial records); database software (customer records); customised software (payroll); presentation software (presentations); desktop publishing software (promotional items, newsletters)

AC1.3: Explain the reasons for agreeing the use, content, layout, quality standards and deadlines for document production

- *Agreeing the use of content, layout, quality standards and deadlines:* business protocol; follows corporate or house style/identity; professional standards; regulatory requirements; deadlines for completion; confidentiality; ease of use; consistency; meets the needs of user (customer satisfaction); appropriate for the intended audience

AC1.4: Explain the importance of document version control and authorisation

- *Document version control:* currency of information (ensure up to date version, identify which document is most up to date, audit trail of changes)
- *Document authorisation:* accountability (changes only made by approved personnel, ensuring information is correct, confidentiality)

AC1.5: Explain how the requirements of security, data protection, copyright and intellectual property legislation may affect the production of business documents

- *Security:* information does not breach security protocols; if security breach production may need to be minimised or stopped; storing of business documents may need to be moved
- *Data protection:* 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:* 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
- *Affect on production of business documents:* take longer; other people/departments may need to be involved; agreement needed from multiple parties

AC1.6: Explain how to check the accuracy of business documents

- *How to check accuracy:* electronic spelling and grammar checks; proof reading; drafts to originator; figure checking; cross referencing if borrowed material

AC2.1: Explain how the requirements of security, data protection, copyright and intellectual property legislation may affect the distribution and storage of business documents

- *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
- *Security of distribution:* use of secure electronic sites; use of secure systems with public distributors (the Post Office); use of private couriers
- *Data protection during storage:* restricted access; length of time information may be kept for
- *Data protection requirements during distribution:* confidential information to authorised recipients only; international restrictions for sending information covered by data protection requirements
- *Copyright requirements during storage:* length of time information may be kept for
- *Copyright materials being distributed:* copyrighted materials are clearly identified
- *Intellectual property restrictions during storage:* length of time information may be kept for
- *Intellectual property being distributed:* materials are clearly identified as being the intellectual property of an organisation or individual

AC2.2: Describe different types of distribution channels

- *Electronic:* documents sent through email, internal web-based systems (intranet), external web-based systems (internet), social networking applications, mobile devices (picture messaging, scanned documents); instant messaging
- *Features:* name of recipient and sender is seen; send to multiple recipients; blind copies to other recipients (BCC); send attachments; password protect documents that are being sent; speed of delivery; access documents on the move; easy access and retrieval
- *Paper:* documents sent through internal distribution or external distribution
- *Features:* physical document; documents requiring original signatures such as contracts; no cost for internal distribution, cost and time implications when sending documents externally; information security/confidentiality implications sending personal or commercially sensitive information; requires physical storage space; manual search and access; when travelling to areas with limited internet access; retained for reference

AC3.1: Describe the types of information found in business organisations

- *Types of information:* customer records; financial records; statistical data; policies; procedures; staff records; correspondence; records of suppliers and contractors of products and/or services; training manuals; codes of practice; health and safety instructions and notices; legal requirements; operational requirements; employment rights and responsibilities; document templates; diary and calendar entries of appointments and events

AC3.2: Explain the need for safe storage and efficient retrieval of information

- *Safe storage:* confidentiality of information; regulatory requirements for retaining records
- *Efficient retrieval:* time saving; speedy retrieval in emergencies; well organised; archiving

AC3.3: Describe the features of different types of systems used for storage and retrieval of information

- *Storage of physical documentation:*
 - o Electronic: remote storage of electronic documents (archive electronic documents on company network, mobile storage for electronic documents)
 - o Paper: remote storage of electronic documents (archive paper documents on-site, archiving paper documents off-site)
- *Retrieval:* search procedures (password protection for restricted access; file naming protocols, access keys/cards); processes (signing documents in and out)

AC3.4: Describe the legal requirements for storing business information

- *Data protection requirements:* kept only for the time permitted; access to authorised personnel only; regularly updated to keep accurate; obtained only for specific purposes; adequate and relevant for purpose; kept secure; processed in accordance with rights of the subject
- *Personnel records:* wages and salary including maternity pay and pensions (retained for 6 years); timesheets (retained for 2 years); records of workplace accidents (retained for 3 years); medical records (retained for 40 years); personnel and training records (retained for 6 years following employment ceasing)

Information for tutors

Suggested resources

Books

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

Websites

www.data-protection-act.co.uk – The Data Protection Act Shop: Data Protection Act Made Easy

www.skillsca.org – Skills CFA: The Sector Skills Council for Business and Administration

Assessment

This unit can be assessed internally through a Portfolio of Evidence, or it can be assessed externally through an onscreen test. More information about each method of assessment is given below. This should be read in conjunction with *Section 8 Assessment*.

External assessment

External assessment is through an onscreen test. Pearson will set and mark this test. The test lasts for 35 minutes and is worth 25 marks. The assessment is available on demand.

The test assesses all of the learning outcomes and uses each individual assessment criterion and the associated *Unit amplification* as a base for the questions.

Internal assessment

Internal assessment is through an internally and externally quality assured Portfolio of Evidence. 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 follow the *Unit assessment guidance* given below.

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

Unit assessment guidance

The following are the required assessment methods for this unit.

All learning outcomes in this unit must only be assessed by structured written assessment or written learner reflective accounts that cover the unit content and meet the level of demand of the assessment criteria. If structured written assessment is used, it should allow the learners to contextualise and relate the concepts to their own working environment and work experiences. The written assessment can take the form of a single project or a series of linked or separate tasks, and learners can provide evidence in different formats such as reports, presentation slides, workbooks, and directed assignments as long as they allow the learner to present the evidence required to meet the assessment criteria. Written learner reflective accounts should only be used if the learner is also completing any of the following optional units to achieve the qualification:

- *Produce Business Documents*
- *Store and Retrieve Information*

The reflective accounts for each learning outcome must be underpinned by the learner's evidence of competence from the relevant competence-based unit stated above. The learner's reflective account must be at the appropriate depth to meet the assessment requirements.

Unit 5:

Manage Personal Performance and Development

Unit reference number: L/506/1788

Level: 2

Credit value: 4

Guided learning hours: 18

Unit type: Competence

Unit summary

In this unit you will learn how to actively participate in developing your personal skills. Acquiring the habit of continuously learning new skills will be useful throughout your career and will help you to adapt to change.

You will learn how to agree work objectives and the criteria for measuring success, and how to react when faced with a problem. You will learn how to use time-management tools and about ways of minimising distraction from the job in hand.

You will explore how your organisation supports your personal development through its policies and by giving you feedback on your performance. You will look into all the relevant factors affecting how you learn in the workplace, including your preferred learning style and your development needs for your role. This leads on to you negotiating and agreeing personal development objectives and a personal development plan to support you and structure your learning. You will need to show that you have made full use of formal development opportunities, such as training courses, and that you also use informal learning opportunities, such as observing experienced colleagues, to contribute towards achieving your personal development objectives.

Finally, you will review your progress and revise your plans, sharing what you have learned with others.

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 Be able to manage personal performance	<ul style="list-style-type: none">1.1 Agree specific, measurable, achievable, realistic and time-bound (SMART) objectives that align with business needs with line manager1.2 Agree criteria for measuring progress and achievement with line manager1.3 Complete tasks to agreed timescales and quality standards1.4 Report problems beyond their own level of competence and authority to the appropriate person1.5 Take action needed to resolve any problems with personal performance
2 Be able to manage their own time and workload	<ul style="list-style-type: none">2.1 Plan and manage workloads and priorities using time management tools and techniques2.2 Take action to minimise distractions that are likely to limit the effective management of time and the achievement of objectives2.3 Explain the benefits of achieving an acceptable "work-life balance"

Learning outcomes	Assessment criteria
<p>3 Be able to identify their own development needs</p>	<p>3.1 Identify organisational policies relating to personal development</p> <p>3.2 Explain the need to maintain a positive attitude to feedback on performance</p> <p>3.3 Explain the potential business benefits of personal development</p> <p>3.4 Identify their own preferred learning style(s)</p> <p>3.5 Identify their own development needs from analyses of the role, personal and team objectives</p> <p>3.6 Use feedback from others to identify their own development needs</p> <p>3.7 Agree specific, measurable, achievable, realistic and time-bound (SMART) development objectives that align with organisational and personal needs</p>
<p>4 Be able to fulfil a personal development plan</p>	<p>4.1 Agree a personal development plan that specifies actions, methods, resources, timescales and review mechanisms</p> <p>4.2 Make use of formal development opportunities that are consistent with business needs</p> <p>4.3 Use informal learning opportunities that contribute to the achievement of personal development objectives</p> <p>4.4 Review progress against agreed objectives and amend plans accordingly</p> <p>4.5 Share lessons learned with others using agreed communication methods</p>

Information for tutors

Suggested resources

Books

Cottrell S – *Skills for Success, Personal Development and Employability* (2nd edition) (Palgrave Macmillan, 2010) ISBN 9780230250185

Fleming I – *Time Management Pocketbook* (6th edition) (Management Pocketbooks, 2011) ISBN 9781903776087

Trough F – *Brilliant Employability Skills* (Pearson FT Prentice Hall, 2011) ISBN 9780273749936

Websites

www.businessballs.com – Businessballs: personal development learning resources and learning styles tests

www.managers.org.uk – Chartered Management Institute: resources on setting objectives and personal development

www.mindtools.com – Mind Tools: resources on personal and professional development

Assessment

This unit is internally assessed. 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

This unit must be assessed in the workplace in accordance with the Skills CFA Assessment Strategy for Business Administration, Customer Service and Management and Leadership 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 requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

Ideally, the approach to assessment of this unit would follow the learner's journey through induction into employment, initial objective setting in the workplace and on to progress reviews and personal development planning. It would be helpful if the assessor and the learner were aware of when the above processes are likely to be undertaken so that assessments can be timed to take advantage of naturally occurring opportunities. The needs of this unit should be considered early on in the course to allow time for setting and achieving objectives, receiving feedback and reviewing progress.

The criteria for learning outcome 1 relate to the learner's work and there will necessarily be a time delay between the learner agreeing to work objectives and their subsequent achievement. Work product evidence can be used for the first two AC1.1 and AC1.2 and possibly AC1.3. For AC1.1 more than one objective is required and each objective should be 'SMART'. A learner log supported by a witness testimony from the learner's line manager would be suitable evidence for the remaining assessment criteria.

For learning outcome 2 there should be opportunities for direct observation, followed by oral question and answer (Q&A) sessions for AC2.3 which is knowledge based. Repeated performance using a range of time-management techniques for different workloads and priorities is required here. Evidence for these criteria could be gathered holistically whilst collecting evidence for other units.

Learning outcome 3 is about the learner's personal development programme. The objectives for AC3.7 will focus on personal development planning. These objectives will therefore be different from the objectives used for learning outcome 1. Some learners would benefit from a professional discussion for the knowledge AC3.1, AC3.2, AC3.3, AC3.4 and AC3.5 but others who are happy to write and enjoy having time to think may prefer to produce a reflective account. It should be possible to use work product evidence in the form of the record of the learner's performance review for AC3.5, AC3.6 and AC3.7.

In many organisations the learner would have a formal personal development plan which could be used as work product evidence for AC4.1 and AC4.2. If this does not provide all the evidence required then the learner could produce an expanded version of their personal development plan. If the employer does not use personal development plans then it may be necessary to provide a pro forma to help the learner to produce one with the support of their line manager. Similarly, the employing organisation may have a system for the recording of formal and possibly informal learning as a CPD (Continuing Professional Development) record but if this not the case then the learner should be asked to produce a learning log recording details from the beginning of their learning programme.

For AC4.4 and AC4.5, the learner needs to review their progress, amend their personal development plans and share lessons learned. Ideally, this would be with their line manager and a record of the meeting would provide work produce evidence for these criteria. If there is no formal system then a learning log supported by a witness testimony from the line manager would provide suitable evidence.

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 6:

Develop Working Relationships with Colleagues

Unit reference number: R/506/1789

Level: 2

Credit value: 3

Guided learning hours: 19

Unit type: Competence

Unit summary

The ability to form good working relationships with colleagues is very important for both your career and your enjoyment of work. You will not be able to choose your colleagues and yet you are likely to spend a large amount of time in their company. Effective teamwork and good working relationships contribute to efficient working and the achievement of an organisation's objectives.

In this unit you will learn the principles and benefits of effective team working, giving feedback to team members and dealing with conflict, problems and changes. You will show that you can put these principles into practice in the workplace through maintaining effective relationships with colleagues, managing decision making with others, minimising disruption to work and resolving problems.

This unit will give you opportunities to reflect on your skills and knowledge in this area and support your further development.

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 principles of effective team working	1.1 Outline the benefits of effective team working 1.2 Describe how to give feedback constructively 1.3 Explain conflict management techniques that may be used to resolve team conflicts 1.4 Explain the importance of giving team members the opportunity to discuss work progress and any issues arising 1.5 Explain the importance of warning colleagues of problems and changes that may affect them
2 Be able to maintain effective working relationships with colleagues	2.1 Recognise the contribution of colleagues to the achievement of team objectives 2.2 Treat colleagues with respect, fairness and courtesy 2.3 Fulfil agreements made with colleagues 2.4 Provide support and constructive feedback to colleagues
3 Be able to collaborate with colleagues to resolve problems	3.1 Take others' viewpoints into account when making decisions 3.2 Take ownership of problems within own level of authority 3.3 Take action to minimise disruption to business activities within their own level of authority 3.4 Resolve problems within their own level of authority and agreed contribution

AC1.1: Outline the benefits of effective team working

- *Benefits to the organisation:* e.g. meet objectives, make use of strengths, good internal communications, increased efficiency, less duplication of work, less risk by sharing work, more flexible workforce
- *Benefits to team members:* e.g. stretch talents, increase motivation, increase job satisfaction, opportunities for creativity, feeling of belonging

AC1.2: Describe how to give feedback constructively

- *Constructively giving feedback:* builds relationships; reinforces good behaviour; improves undesirable behaviour
- *How to give feedback:* have a clear purpose for feedback; use appropriate timing (routine, non-routine); feedback in private; give specific examples; focus on behaviour rather than the person; ensure feedback is practical; give clear actions; check understanding; balance positive and negative feedback; offer support

AC1.3: Explain conflict management techniques that may be used to resolve team conflicts

- *Sources of team conflict:*
 - o Interpersonal: conflict between two or more team members due to personality, values, behaviour or attitude
 - o Task-based: the goals or expectations are unclear or unrealistic
- *Techniques:* e.g. joint problem solving, active listening, tough on problem not the people, review own leadership, use conflict management process
 - o Listen to both sides
 - o Analyse events, identify causes
 - o Identify solutions
 - o Implement solutions
 - o Review

AC1.4: Explain the importance of giving team members the opportunity to discuss work progress and any issues arising

- *Importance of discussing work progress:* keep to work schedules; take corrective action; maintain responsibilities (individual, team); build unity; motivate; value contributions; build loyalty; develop skills
- *Importance of discussing issues arising:* avoid misunderstandings; agree actions needed; build consensus; develop skills; early intervention

AC1.5: Explain the importance of warning colleagues of problems and changes that may affect them

- Anticipate work problems and changes
- Prepare appropriate responses and actions
- Build trust
- Enable preparation
- Ensure accurate communication
- Avoid misinformation
- Confirm understanding
- Explain need for changes
- Enable concerns to be explored
- Enable support to be given

Information for tutors

Suggested resources

Books

Carysforth et al – *BTEC First Business* (Pearson Education Limited, 2013)
ISBN 9781446901366

Leigh A and Maynard M – *Leading your Team: How to Involve and Inspire Teams*,
(2nd revised edition) (Nicholas Brealey Publishing, 2002) ISBN 9781857883046

Owen J – *How to Lead: What You Actually Need to Do to Manage, Lead and Succeed*
(2nd edition) (Pearson Education Limited, 2009) ISBN 9780273721505

Websites

www.acas.org.uk – The Advisory, Conciliation and Arbitration Service: how to
manage change (January 2010), materials to support management in the workplace

www.managers.org.uk – Chartered Management Institute: learning resources

www.mindtools.com – Mind Tools: resources to support development of the skills
needed to succeed in a career

Assessment

This unit is internally assessed. 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

This unit must be assessed in the workplace in accordance with the Skills CFA Assessment Strategy for Business Administration, Customer Service and Management and Leadership 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 requirements. Centres can adapt the guidance as appropriate for learners and the particular assessment context.

Learning outcome 1 is knowledge based, suitable types of evidence include professional discussion, oral question and answer sessions, and a learner diary or reflective account. Assessment of the knowledge assessment criteria for this learning outcome could be built around the assessment of the practical activities required for learning outcomes 2 and 3. For example when AC2.4 'Provide support and constructive feedback to colleagues' is being assessed through use of work products or observation then oral questions could be asked to fulfil the requirements of AC1.2 'Describe how to give feedback constructively'.

Attention must be given to the verbs used in the assessment criteria, for example in AC1.2 requires a description rather than a list of points. It is not necessary for learners to include all the points listed in the amplification but it is necessary for the learner to 'describe how' rather than just produce a list of points. Similarly, AC1.3, AC1.4 and AC1.5 require explanations, so there is a need for greater depth of information with reasoning.

Learning outcomes 2 and 3 require the learner to collaborate in the workplace, suitable evidence of achievement would be direct observation records from the assessor attending, for example team meetings, work products such as records of meetings or email communications and witness testimonies from the line manager and team members.

AC2.4, AC3.1, AC3.2, AC3.3 and AC3.4 are likely to be difficult to assess through direct observation because the presence of the assessor may not be acceptable for confidentiality reasons. Problems are likely to be resolved as they occur, so reflective accounts supported by work products such as meeting minutes or witness testimony from the line manager could be used. AC3.1 requires more than one decision to be taken and AC3.2 and AC3.4 require more than one problem to be addressed so it is likely that assessment of this unit will take place over a period of time to allow for problems to arise.

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 7:

Administer the Recruitment and Selection Process

Unit reference number: A/506/1883

Level: 2

Credit value: 3

Guided learning hours: 25

Unit type: Competence

Unit summary

The administration function of HR plays a key role in the success of recruiting the right candidate and requires good organisational skills to ensure all activities occur at the correct time.

In this unit you will learn how to work through steps which ensure that the recruitment and selection process runs smoothly. You will be able to ensure that all arrangements for selection, interviews and appointments are organised successfully and prospective candidates and key members of staff have the information required in preparation for the recruitment and selection process.

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 recruitment and selection process	<ul style="list-style-type: none">1.1 Explain the different administrative requirements of internal and external recruitment1.2 Describe the uses of a job description and a person specification1.3 Explain the administrative requirements of different methods of selection1.4 Explain the requirements of different pre-employment checks to be carried out1.5 Explain what information needs to be communicated to successful and unsuccessful applicants at each stage of the recruitment and selection process1.6 Explain the requirements of confidentiality, data protection and system security
2 Be able to administer the recruitment process	<ul style="list-style-type: none">2.1 Check that the job or role details are correct and are in accordance with the brief2.2 Place job advertisements in the agreed media in accordance with the timescales2.3 Record applicant responses within the timescale2.4 Provide requested information to applicants in accordance with organisational policies and procedures2.5 Adhere to organisational policies and procedures, legal and ethical requirements

Learning outcomes	Assessment criteria
<p>3 Be able to administer the selection process</p>	<p>3.1 Invite shortlisted applicants to participate in the selection process in accordance with organisational procedures</p> <p>3.2 Co-ordinate selection arrangements in accordance with the brief</p> <p>3.3 Carry out agreed pre-employment checks within the agreed timescale</p> <p>3.4 Inform applicants of the outcome of their application in accordance with organisational policies and procedures</p> <p>3.5 Keep selection records up-to-date</p>

AC1.1: Explain the different administrative requirements of internal and external recruitment

- *Internal:* advertisement posted on internal notice boards and intranet; send out application packs via post or electronically; keep records of responses from potential candidates; give support to potential candidates and key staff; collate applications; keep records of outcomes of applications; feedback to applicants
- *External:* advertisement in local newspapers and media; liaise with agencies or other parties in respect of the job vacancy if applicable; keep records of responses from potential candidates; collate applications; keep records of outcomes of applications; feedback to applicants

AC1.2: Describe the uses of a job description and a person specification

- *Job description:* to show attributes of the job; functions of the position; information on who the position reports to; salary band; possible location of the job
- *Person specification:* to give an outline of the skills and attributes a person must have to be able to fulfil the role, e.g. educational requirements; to match the right person to the right job; derived from the job description

AC1.3: Explain the administrative requirements of different methods of selection

- *Administrative requirements of methods of selection:* creating a shortlist of suitable candidates based on criteria; making pre-interview checks; organise suitable interview times with key staff and candidates; letters and/or emails to candidates who have been successful for interview; feedback to those candidates who have not been successful; responding to queries from prospective candidates

AC1.4: Explain the requirements of different pre-employment checks to be carried out

- *Requirements of pre-employment checks:* references from previous employment or character references; medical checks if applicable; criminal checks if applicable; right to work in the UK; social media checks if company policy

AC1.5: Explain what information needs to be communicated to successful and unsuccessful applicants at each stage of the recruitment and selection process

- *Unsuccessful:* feedback on not being shortlisted for interview; decision of the interview panel; feedback on the interview giving information on what went well and what could be improved; any skills or knowledge the candidate was lacking in; letter and/or email confirming candidate was unsuccessful
- *Successful:* information on interview date, time, location and anything they have to prepare ready for the interview; decision of the interview panel; feedback from the interview; potential start date; starting salary information; pension arrangements; letter of appointment; contract of employment

AC1.6: Explain the requirements of confidentiality, data protection and system security

- *Requirements of confidentiality, data protection and system security:* locking cabinets where records are stored; clearing desk of sensitive information; ensure permissions are in place on HR storage systems; person details are only shared with authorised personnel

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

Websites

www.gov.uk/browser/employing-people/recruiting-hiring – Government UK: recruiting and hiring

Assessment

This unit is internally assessed. 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

This unit must be assessed in the workplace in accordance with the Skills CFA Assessment Strategy for Business Administration, Customer Service and Management and Leadership 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.

The primary source of evidence for demonstrating achievement of learning outcome 3 is direct observation of the learner carrying out their work activities relating to administering the selection process. The primary source of evidence for demonstrating achievement of learning outcome 2 is work products showing job advertisements, records showing of applicant responses and emails and letters showing communication to applicants including any information that the applicant has requested etc.

The evidence from direct observation for learning outcome 3 could be supported by examining work products such as communication to applicants, e.g. emails, letters, records showing shortlisting and records and forms for pre-employment checks – this provides further evidence to meet the requirements, for example AC2.1, AC2.2, AC2.3, AC2.4, AC3.1, AC3.2, AC3.3, AC3.4 and AC3.5. To achieve AC2.5, learners need to provide evidence of adhering to organisational policies and procedures, legal and ethical requirements either through checklists or completed forms. Witness testimony could be used to support the evidence from direct observation for this assessment criterion as well as for AC2.2.

Question and answer (Q&A) sessions could be used to corroborate the competence of the learner (e.g. for AC2.1, AC2.4, AC2.5, AC3.3 and AC3.5) 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 the different administrative requirements of internal and external recruitment (AC1.1), the administrative requirements of different methods of selection (AC1.3), the requirements of different pre-employment checks to be carried out (AC1.4), information that needs to be communicated to successful and unsuccessful applicants at each stage of the recruitment and selection process (AC1.5) and the requirements of confidentiality, data protection and system security (AC1.6).

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 8: Handle Mail

Unit reference number: D/506/1813

Level: 2

Credit value: 3

Guided learning hours: 15

Unit type: Competence

Unit summary

Businesses have lots of mail coming into the business and going out of the business every day. It is vital that this mail is sorted and distributed to the correct people on time and in line with organisational procedures. Businesses also receive a lot of 'junk' mail which also needs to be dealt with appropriately.

In this unit you will learn how to deal with 'junk' mail, operate a franking machine and prepare packages for distribution, following organisational procedures on handling, security and the use of courier services. You will also learn how to report suspicious or damaged items and what to do in the event of problems arising when dealing with incoming or outgoing mail.

In this unit you will demonstrate how to sort and distribute incoming mail and packages to the right people and in line with organisational procedures and how to organise the collection of outgoing mail and packages, identify the best option for dispatching the items and then dispatch the items on time.

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 deal with mail	<ul style="list-style-type: none">1.1 Explain how to deal with "junk" mail1.2 Describe what to do in the event of problems arising when dealing with incoming or outgoing mail1.3 Describe how to operate a franking machine1.4 Explain how to prepare packages for distribution1.5 State organisational policies and procedures on mail handling, security and the use of courier services1.6 Explain the process for reporting suspicious or damaged items in accordance with organisational procedures
2 Be able to deal with incoming mail	<ul style="list-style-type: none">2.1 Sort incoming mail in line with organisational procedures2.2 Distribute incoming mail and packages to the right people according to the agreed schedule2.3 Deal with incorrectly addressed and "junk" mail in accordance with organisational procedures
3 Be able to deal with outgoing mail	<ul style="list-style-type: none">3.1 Organise the collection of outgoing mail and packages on time3.2 Identify the best option for dispatching mail according to the required degree of urgency, size and value of the item3.3 Dispatch outgoing mail on time

AC1.1: Explain how to deal with “junk” mail

- *Junk mail*: electronic or paper-based; communication received that has not been asked for, e.g. advertisements from window cleaners, free newspapers, leaflets
- *Dealing with junk mail*:
 - o Letterbox stickers; post back to sender

AC1.2: Describe what to do in the event of problems arising when dealing with incoming mail or outgoing mail

- *Problems*: delays; missing deliveries; suspicious mail
- *Solutions*:
 - o Delays: send mail at correct time with correct postage
 - o Missing deliveries: if sending, send via recorded delivery; if receiving, include a message with delivery stating where to be delivered if not in
 - o Suspicious mail: follow organisational procedures; report to supervisor or site supervisor

AC1.3: Describe how to operate a franking machine

- *Operate a franking machine*: stack of envelopes needed; weigh envelop and contents that needs to be franked; enter weight into machine if applicable; select postage class; select any special requirements if applicable; place letter face up on the feeding area; select start

AC1.4: Explain how to prepare packages for distribution

- *Prepare packages for distribution*: use a box or envelop that the item will fit in comfortably; if fragile, use padding inside the package to pad it; seal contents inside the packaging using tape to ensure it stays secure; write address on the front of the package; include return address if applicable

AC1.5: State organisational policies and procedures on mail handling, security and the use of courier services

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 and procedures could include:* date stamping mail before distribution; opening and sorting according to addressee/team/department; delivering personal, private or confidential mail unopened to addressee; recording mail, e.g. inward register or despatch register; not opening suspicious packages; reporting suspicious packages to the designated person; recording incidents of suspicious packages; courier services only used in specified circumstances

AC1.6: Explain the process for reporting suspicious or damaged items in accordance with organisational 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

- *Identifying suspicious mail:* missing or obscure return address; dirty or leaking packages; unusual smell or noise from packages; name, title or address is incorrect or spelt incorrectly; postmarks differing from return address; package unusually heavy or of an irregular shape
- *Procedures could include:* separating the mail; informing a supervisor or designated person; recording all suspicious and damaged items

Information for tutors

Suggested resources

Websites

www.adviceguide.org.uk/england/consumer_e/consumer_post_e – Citizens Advice Bureau: stop un-addressed junk mail

www.frankingmachineexperts.co.uk/how-to-use-a-franking-machine – Franking Machine Experts: how to use a franking machine

www.wikihow.com/Stop-Spam – WikiHow: how to stop spam

Assessment

This unit is internally assessed. 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

This unit must be assessed in the workplace in accordance with the Skills CFA Assessment Strategy for Business Administration, Customer Service and Management and Leadership 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.

The primary source of evidence for demonstrating achievement of learning outcome 2 and learning outcome 3 is direct observation of the learner dealing with incoming and outgoing mail as a part of their work role. 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 the direct observation could be supported by examining work products such letters and flyers that have been dealt with in the appropriate way – this provides further evidence to meet the requirements, for example AC2.1, AC2.2 and AC2.3. To achieve AC3.1 and AC3.3, the learner needs to provide evidence of organising the collection of outgoing mail and packages on time and then dispatching outgoing mail on time. Witness testimony could be used to support the evidence from direct observation for these assessment criteria as well as for AC2.1 and AC2.2.

Question and answer (Q&A) sessions could be used to corroborate the competence of the learner (e.g. for AC2.3 and AC3.2) 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. There are good opportunities to relate the assessment of the knowledge requirements to the competence activities. For example, the learner could be asked to explain how they decided on the best option to despatch mail in a particular observed situation (AC3.2). The learner could also explain how they have applied the organisational procedures and processes in dealing with incoming and outgoing mail. Alternatively, a learner diary could be used instead of Q&A. If a learner diary is used, then the entries should be contextualised to the learner's mail handling activities to link and apply the knowledge requirements in a similar manner as with the Q&A. The learner 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, as appropriate, about how to deal with 'junk' mail (AC1.1), how to prepare packages for distribution (AC1.4) and the process for reporting suspicious or damaged items in accordance with organisational procedures (AC1.6).

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 9:

Organise Business Travel or Accommodation

Unit reference number: D/506/1875

Level: 2

Credit value: 4

Guided learning hours: 23

Unit type: Competence

Unit summary

A key part of a business administrator's role is to support those members of staff who need to travel both home and abroad and to ensure that their arrangements are made in a timely manner, cover all aspects of travel within the trip, follow the organisational policy and procedure and are within an agreed budget.

Communicating the arrangements to staff is also very important as they need to know timings and connections of trains and planes if this is part of their trip.

In this unit you will learn how to organise travel and accommodation, within budget, for different staff within the organisation. You will work within budget and procedural constraints ensuring that all arrangements made are communicated to the staff that are travelling and ensure that any travel documentation required are obtained in a timely manner. You will have the opportunity to research and consider different types of travel suppliers and make recommendations on the best way for staff to travel to their destination.

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 organisation of business travel or accommodation for others	<ul style="list-style-type: none">1.1 Explain any budgetary or policy constraints relating to business travel or accommodation1.2 Describe financial arrangements relating to business travel or accommodation1.3 Explain how to make arrangements for visas and related foreign travel documentation1.4 Describe the procedures for obtaining or exchanging foreign currency
2 Be able to research business travel or accommodation options for others	<ul style="list-style-type: none">2.1 Identify different suppliers that are capable of delivering the services required within budget2.2 Recommend travel or accommodation arrangements that best meet the requirements2.3 Recommend suppliers of travel or accommodation that best meet the requirements

Learning outcomes	Assessment criteria
<p>3 Be able to make business travel or accommodation arrangements for others</p>	<p>3.1 Confirm the requirements for travel or accommodation</p> <p>3.2 Agree arrangements that specify any limitations, prohibitions or responsibilities and which meet the requirements</p> <p>3.3 Prepare and issue itinerary/schedule documentation that reflect agreed arrangements accurately</p> <p>3.4 Obtain travel or accommodation documentation within the required timescale</p> <p>3.5 Confirm the acceptability of payments to be made within the limits of their own authority</p> <p>3.6 Keep up-to-date records of travel or accommodation arrangements and agreed commitments</p> <p>3.7 Adhere to organisational policies and procedures, legal and ethical requirements when making business travel or accommodation arrangements for others</p>

AC1.1: Explain any budgetary or policy constraints relating to business travel or accommodation

- *Accommodation:* type of accommodation relating to the level of the traveller in the organisation; cost of meals; inclusion of meals with accommodation; organisational procedures
- *Travel:* within budget, e.g. first class or standard on train, business class or economy on air travel; whether a hire car will be required at the destination
- Obtain value for money

AC1.2: Describe financial arrangements relating to business travel or accommodation

- *Financial arrangements:* pay on departure; pay with company credit card; tickets on departure; collection at train station or airport; sending tickets to the office for later distribution; arrange petty cash in advance for the traveller(s), e.g. Sterling, foreign currency, travellers cheques; subsistence allowance or expenses allowed; company policy on payment for meals, snacks, taxi fares
- Communicating financial arrangements to traveller(s) as to how money related to the trip is to be paid

AC1.3: Explain how to make arrangements for visa and related foreign travel documentation

- *How to make arrangements:* locate and communicate with relevant embassy; obtain relevant forms and documents, e.g. passport, visa application form; meet requirements of country visiting, e.g. medical insurance vaccinations
- Ensure there is sufficient time to acquire the correct visas and entry requirements prior to travel

AC1.4: Describe the procedures for obtaining or exchanging foreign currency

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

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

Websites

www.personal-assistant-tips.com/support-files/corporatetravelplanningchecklist.pdf
– Personal Assistant Tips: corporate travel checklist

www.wikihow.com/Organize-Executive-Accommodations – WikiHow: how to organize executive accommodations

Assessment

This unit is internally assessed. 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

This unit must be assessed in the workplace in accordance with the Skills CFA Assessment Strategy for Business Administration, Customer Service and Management and Leadership 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.

Organising business travel or accommodation could be for a colleague, customer or manager and could be local or abroad. The primary source of evidence for demonstrating achievement of learning outcome 2 and learning outcome 3 is examining work products such as non-verbal communication to colleagues, suppliers and/or customers, e.g. emails, letters etc. and records, e.g. spreadsheets, notes etc. – this provides further evidence to meet the requirements, for example AC2.1, AC2.2, AC2.3, AC3.1, AC3.2, AC3.3, AC3.4, AC3.5 and AC3.6. To achieve AC3.7, learners need to provide evidence of adhering to organisational policies and procedures, legal and ethical requirements when making business travel or accommodation arrangements for others either through checklists or forms. Witness testimony could be used to support the evidence from direct observation for this assessment criterion as well as for AC2.2, AC2.3 and AC3.3.

Question and answer (Q&A) sessions could be used to corroborate the competence of the learner (e.g. for AC3.4, AC3.6 and 3.76) 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 budgetary or policy constraints relating to business or accommodation (AC1.1) and how to make arrangements for visa and related foreign travel documentation (AC1.3).

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 10: Provide Reception Services

Unit reference number: H/506/1814

Level: 2

Credit value: 3

Guided learning hours: 15

Unit type: Competence

Unit summary

The receptionist plays a key role in promoting the image of the business and ensuring that external and internal stakeholders are linked to the right person quickly and efficiently. They are very often the first person that an external customer will speak to or see so it is vital that the person fulfilling this role is knowledgeable about the organisation and its products and services, understands the structure of the organisation so can direct queries and questions to the correct person or department and that all health and safety processes and procedures are adhered to when visitors are welcomed into the organisation.

In this unit you will learn how to develop your skills by exploring key functions that a receptionist is responsible for. You will look at how visitors are welcomed into the organisation and how they are dealt with in terms of recording their presence and directing them to the correct area of the organisation. You will also consider how telephone calls are dealt with and how to deal with those calls or visitors who can be challenging.

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 reception services	<ul style="list-style-type: none">1.1 Explain the receptionist's role in representing an organisation1.2 Explain an organisation's structure and lines of communication1.3 Describe an organisation's standards of presentation1.4 Explain the health, safety and security implications of visitors to a building1.5 Explain how to deal with challenging people
2 Be able to provide a reception service	<ul style="list-style-type: none">2.1 Welcome visitors in accordance with organisational standards2.2 Direct visitors to the person they are visiting in accordance with organisational standards2.3 Record visitors' arrivals and departures in accordance with organisational procedures2.4 Provide advice and accurate information within organisational guidelines on confidentiality2.5 Keep the reception area tidy and materials up-to-date2.6 Answer and deal with telephone calls within organisational standards2.7 Adhere to organisational procedures on entry, security, health and safety

Unit amplification

AC1.1: Explain the receptionist's role in representing an organisation

- *Receptionist's role:* first Point of contact; meet and greet both internal and external visitors
- *Personal attributes:* polite; knowledgeable; informative; helpful
- Give positive image of self and organisation

AC1.2: Explain an organisation's structure and lines of communication

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

- *Lines of communication:* channel through which people share information
- *Internal communication channels:* email; meetings; intranets; telephone
- *Communication structure:* chain of command; formal and informal communications; downward and upward communications

AC1.3: Describe an organisation's standards of presentation

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 standards of presentation include:* well groomed; dressed according to organisation's standards; good personal hygiene; professional appearance; positive body language

AC1.4: Explain the health, safety and security implications of visitors to a building

- *Health, safety and security implications of visitors:* legal responsibility for visitors health and safety while they are on the premises; make visitors aware of planned fire drills; appropriate level of security clearance and access to certain areas

AC1.5: Explain how to deal with challenging people

- *Challenging behaviour:* arguing with staff, questioning staff competence, demanding impossible solutions, not accepting limitations and procedures, making inappropriate personal comments, angry behaviours
- *Deal with challenging people via telephone or in person:* remain calm and polite; use active listening techniques; empathise with visitor; apologise sincerely for problems; use questioning techniques; offer solutions within own authority; escalate issues where resolution is difficult or not possible

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

This unit is internally assessed. 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

This unit must be assessed in the workplace in accordance with the Skills CFA Assessment Strategy for Business Administration, Customer Service and Management and Leadership 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.

The primary source of evidence for demonstrating achievement of learning outcome 2 is direct observation of the learner carrying out their reception duties. Reception services include meeting, greeting and directing visitors, answering the telephone and keeping the reception area tidy.

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 AC2.3. Witness testimony could also be used to provide evidence of consistent performance as well as supporting evidence for many of the assessment criteria in learning outcome 2. Question and answer (Q&A) sessions could also be used to fill in any gaps in the observation evidence. For example, the learner could be asked to describe how their behaviour and communications on particular observed occasions complied with the organisational policies on confidentiality, security and health and safety (AC2.4 and AC2.7). The learner could also be asked to describe their organisational standards for meeting and greeting visitors and how they have met these on the observed occasions (AC2.1).

Question and answer (Q&A) sessions 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 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 explain their organisational structure and lines of communication in relation to how they have used it to contact staff and direct visitors – this links AC1.2 to AC2.2. Similarly, the learner could be asked to explain how they represent their organisation in their role as receptionist making reference to their demonstrated behaviours and activities in learning outcome 2 – this links AC1.1 to many of the assessment criteria in 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. For example, the learner needs to explain at least three different ways of dealing with challenging people. As some of the assessment criteria refer to organisational requirements and context, witness testimony from line manager or other appropriate personnel may be required.

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 11: Provide Administrative Support for Meetings

Unit reference number: H/506/1876

Level: 2

Credit value: 4

Guided learning hours: 28

Unit type: Competence

Unit summary

Providing administrative support for meetings is an important function to enable the meetings to run smoothly and achieve the purpose targeted.

In this unit you will learn why meetings are held informally or formally. You will also learn about the roles held by the chairperson, the legal implications of formal meetings and how to ensure delegates are able to attend. Considering health, safety and security during a meeting, together with planning and setting up resources needed, are other important aspects of support that you will learn about.

You will have the opportunity to support organising a meeting, by making all the arrangements to set one up including booking the meeting room/venue, sending information to attendees, organising resources, and ensuring all equipment required is set up safely. You will also support the staff member leading the meeting, e.g. taking notes of discussions taking place. You will also be needed at the end of the meeting to help with any follow up action required.

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 administration of meetings	<ul style="list-style-type: none">1.1 Describe the purpose of the meeting and who needs to attend1.2 Explain why it is important to have a minimum number of attendees for a meeting1.3 Explain ways to achieve maximum attendance at meetings1.4 Explain the access, health, safety and security requirements relating to meetings1.5 Describe how to set up the resources needed for a meeting1.6 Explain the responsibilities of the meeting chair and meeting secretary1.7 Explain the difference between formal and informal meetings1.8 Explain the legal implications of formal meetings
2 Be able to make administrative preparations for meetings	<ul style="list-style-type: none">2.1 Book meeting venue, resources, and facilities in accordance with the brief2.2 Collate documents needed for a meeting2.3 Distribute meeting invitations, documents and other meeting-related requirements within the timescale2.4 Confirm meeting attendees and any special requirements

Learning outcomes	Assessment criteria
<p>3 Be able to support the administration of meetings</p>	<p>3.1 Take action to ensure that the equipment allocated for use at a meeting functions correctly</p> <p>3.2 Provide support to meetings in accordance with requests</p> <p>3.3 Ensure the venue is restored to the required conditions after the meeting</p> <p>3.4 Distribute meeting records promptly to the agreed distribution list</p> <p>3.5 Carry out any follow-up actions in accordance with the brief</p>

AC1.1: Describe the purpose of the meeting and who needs to attend

- *Purpose:* meeting brief; objectives of meeting; what needs to be explained, discussed, feedback required; decisions to be made
- *Who needs to attend:* delegates with required knowledge to support the meeting brief; level of seniority of staff required to make decisions; stakeholders impacted by decisions to be made; sufficient numbers to meet the quorum

AC1.2: Explain why it is important to have a minimum number of attendees for a meeting

- *Importance of having minimum number of attendees:* legal requirements; ensure decisions represents the wishes of the majority; prevent a small number of attendees acting in ways that do not represent the majority

AC1.3: Explain ways to achieve maximum attendance at meetings

- *Ways to achieve maximum attendance:* plan meeting purpose; send invitations in good time with full details; follow up acceptances and non-acceptances; decide if acceptances make up the quorum, if not review date and time; check acceptances

AC1.4: Explain the access, health, safety and security requirements relating to meetings

- *Access:* accessible by all, e.g. wheelchair access, lifts
- *Health and safety:* clean and hazard free facilities; equipment properly set up and in good working order; meeting room correctly set up; safe furniture; access to first aid facilities
- *Security:* checking delegates against attendance register; secure meeting rooms during break times; insurance for borrowed equipment

AC1.5: Describe how to set up the resources needed for a meeting

- *Types of resources:* budget; room/venue; presentation equipment, e.g. visual, audio; other equipment, e.g. photocopier; refreshment facilities; meeting documentation, e.g. meeting brief, agenda, minutes of previous meeting; visiting speakers/presenters; stationery
- *Set up resources:* health and safety hazards, e.g. equipment PAT tested, secure and safe cabling; distributing resources to delegates

AC1.6: Explain the responsibilities of the meeting chair and meeting secretary

- *Chairperson*: controls the meeting; introduces objectives and agenda items; introduces new members; leads discussions; facilitates exchanges of opinions; raises motions (proposals) to be voted on; has the casting vote if forum is evenly split; summarises any voting outcome or decisions (resolutions) taken at the meeting; confirms next meeting date if relevant
- *Meeting secretary*: in conjunction with the chair, would prepare and send out the agenda; take notes throughout the meeting; prepare minutes to record discussions and decisions taken at the meeting; distribute the minutes to delegates attending

AC1.7: Explain the difference between formal and informal meetings

- *Formal*: set structure and procedures; require meeting documents, e.g. agenda, minutes; specified formal roles of the chairperson and meeting secretary; formal notice to attend; held at specific time
 - o Annual General meeting (AGM)
 - o Extraordinary general meetings
 - o Board meetings
- *Informal*: ad hoc short notice meetings; no agenda; no fixed process
 - o Briefings
 - o Training sessions
 - o Team meetings
 - o One to one meetings

AC1.8: Explain the legal implications of formal meetings

- *Legal implications*: meetings governed by rules laid down in the organisation's governing documents, e.g. Memorandum and Articles of Association; governed by statutory rules, e.g. Companies Act (2006); quorum required for binding decisions; rules related to voting, e.g. proxy notices; requirements for a motion to be passed, e.g. proposer and seconder; formal minutes required and accessible to relevant stakeholders

Information for tutors

Suggested resources

Websites

www.ucu.org.uk/media/pdf/7/f/meetings_formal_1.pdf – University and College Union: running formal meetings

Assessment

This unit is internally assessed. 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

This unit must be assessed in the workplace in accordance with the Skills CFA Assessment Strategy for Business Administration, Customer Service and Management and Leadership 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.

This unit can be assessed holistically with other units within the qualification such as: *Produce Minutes of Meetings*, *Produce Business Documents* and *Communication in a Business Environment*.

The primary source of evidence for demonstrating achievement of learning outcome 2 and learning outcome 3 is direct observation of the learner carrying out their work activities in preparing for, and supporting the administration of meetings.

The evidence from the direct observation for learning outcome 2 and learning outcome 3 could be supported by examining work products such as records of venue and resources bookings, notes made during the meeting, checklists and relevant communications to colleagues, meeting attendees and/or venues – this provides further evidence to meet the requirements, for example AC2.1, AC2.3 and AC3.4. To achieve AC3.5, learners need to provide evidence of following up actions in accordance with the brief either through emails, verbal communication and/or records showing actions have been followed up. Witness testimony could be used to support the evidence from direct observation for this assessment criterion as well as for AC2.3, AC2.4, AC3.2 and AC3.3.

Question and answer (Q&A) sessions could also be used to provide supporting evidence of the learner's competence. For example, the learner could be asked to describe the actions they have taken to ensure allocated equipment function correctly (AC3.1), or to describe the type of support they have provided to different meetings (AC3.2).

Question and answer (Q&A) sessions 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 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 they have booked and arrange the resources for different meetings; their description could be supported by the appropriate work products. This links AC1.5 to AC2.1. Similarly, the learner could be asked to explain the access, health and safety requirements for different meetings they have supported in relation to the purpose and structure of the meetings, venues and the attendees. This relates the assessment of AC1.4 to that of AC2.1 and AC2.4. 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 assessment requirements. For example, the learner needs to explain at least three differences between formal and informal meetings (AC1.7).

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

Unit 12:

Prepare Text from Notes Using Touch Typing

Unit reference number: K/506/1815

Level: 2

Credit value: 4

Guided learning hours: 26

Unit type: Competence

Unit summary

Preparing text from notes using touch typing is a vital skill for an administrator that is involved in producing documents based on their or other people's notes. It is important that the text that is produced is accurate, formatted correctly and produced within given deadlines.

In this unit you will learn the importance of knowing who dictated the notes, the recipients of the text and why it is being sent. You will also learn about the problems that may arise when transcribing hand-written notes and how to make use of the features of technology to create, format and check text for accuracy.

You will learn about the consequences of not following the rules of grammar, punctuation and spelling correctly and how to proof-read your work to make sure it is accurate.

Finally you will learn the importance knowing and understanding your organisation's procedures for the storage, security and confidentiality of both documents and recordings.

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 create text from notes	<ul style="list-style-type: none">1.1 Explain the importance of confirming the purpose of the text and intended audience1.2 Describe the problems that may occur in transcribing notes written by others1.3 Explain the consequences of incorrect spelling, punctuation, grammar and sentence structure, and inaccurate content1.4 Explain how technology features can help to create, format and check the accuracy of text1.5 Describe ways of checking produced texts for accuracy and correctness1.6 Describe organisational procedures for the storage, security and confidentiality of information
2 Be able to produce text using touch typing	<ul style="list-style-type: none">2.1 Agree the purpose, format and deadlines for texts2.2 Touch type texts at the speed and level of accuracy required by the organisation2.3 Check that the text is accurate and the meaning is clear and correct2.4 Store texts and original notes safely and securely following organisational procedures2.5 Present texts in the required formats and within the agreed timescales

Unit amplification

AC1.1: Explain the importance of confirming the purpose of the text and intended audience

- *Purpose:* for information; persuasion; negotiation; regulation
- *Intended audience:* in-house staff (in the UK and overseas); external customers (in the UK and overseas)
- *Importance:* meet deadlines; confidentiality constraints; formatting requirements; print requirements

AC1.2: Describe the problems that may occur in transcribing notes written by others

- *Problems when transcribing notes written by others:* inability to read handwriting; inability to make sense of what has been written; misinterpretation of unfamiliar vocabulary or technical vocabulary; correct interpretation of numerical data

AC1.3: Explain the consequences of incorrect spelling, punctuation, grammar and sentence structure, and inaccurate content

- *Consequences:* meaning of the text can be changed; organisation's reputation will suffer; wrong message may be communicated

AC1.4: Explain how technology features can help to create, format and check the accuracy of text

- *Technology features:* emboldening; italics; underscoring; automatic numbering and bullet points; tabular design; columns; text wrapping; spell and grammar checker; thesaurus; dictionaries; calculator; images; graphics
- *How features can help:* ease when formatting; makes documents look presentable and more professional; ensure accuracy

AC1.5: Describe ways of checking produced texts for accuracy and correctness

- *Checking for accuracy and correctness:* electronic spelling and grammar checks; personal proof reading; drafts to originator; figure checking; cross referencing if borrowed material

AC1.6: Describe organisational procedures for the storage, security and confidentiality of 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

Information for tutors

Suggested resources

Books

Lester M and Beason L – *Handbook of English Grammar and Usage* (2nd edition) (McGraw-Hill Contemporary, 2012) ISBN 9780071799904

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

Websites

http://ico.org.uk/for_organisations/data_protection/the_guide – Information Commissioner's Office: guide to data protection

Assessment

This unit is internally assessed. 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

This unit must be assessed in the workplace in accordance with the Skills CFA Assessment Strategy for Business Administration, Customer Service and Management and Leadership 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.

The primary source of evidence for demonstrating achievement of learning outcome 2 is direct observation to ensure the learner is touch typing, work products such as text produced from notes, question and answer (Q&A) sessions and learner diary. The work products provide evidence to meet the requirements of AC2.3 and AC2.5. Witness testimony could also be used to support the evidence from work produces for these assessment criteria as well as AC2.1 and AC2.4.

Question and answer (Q&A) sessions could be used to corroborate the competence of the learner (e.g. for AC2.1, AC2.3 and AC2.4) as well as meeting the requirements of the knowledge learning outcome in learning outcome 1. Learners' responses must be at the appropriate breadth and depth to meet the level of demand of the knowledge ACs; for example, the responses must have sufficient detail about the importance of confirming the purpose of the text and intended audience (AC1.1), the consequences of incorrect spelling, punctuation, grammar and sentence structure, and inaccurate content (AC1.3) and how technology features can help to create, format and check the accuracy of text (AC1.4).

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 13: Manage Diary Systems

Unit reference number: L/506/1807

Level: 2

Credit value: 2

Guided learning hours: 12

Unit type: Competence

Unit summary

Time is very important and it can be utilised in a very efficient way by maintaining a diary management system. The efficient planning and organisation of your own time and other people's is one of the most important activities that you can get involved with. The diary is one of the major resources within the office and without it none of us would know where we should be or what we should be doing at any given time.

In this unit you will learn the overarching purpose of providing support to manage diary systems. You will learn how important it is to keep diary systems up to date and how bookings and any changes are prioritised. With any system there are constraints and they will need to be managed efficiently. You will learn about problems that can occur and how to deal with them.

This unit also will give you the opportunity to manage a diary system in a practical way. You will learn what information is needed before diary entries can be made and how important it is that the entries are accurate, timely and kept up to date. Changes can cause inconveniences and therefore you will need to develop the skills to manage these to meet the needs of those involved and keep everybody informed. You will also be made aware that some information will be confidential and how you must ensure that this information remains confidential.

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 management of diary systems	<ul style="list-style-type: none">1.1 Explain the importance of keeping diary systems up to date1.2 Describe the basis on which bookings and changes are prioritised1.3 Explain any constraints relating to making bookings for people or facilities1.4 Describe the types of problems that can occur when managing diaries
2 Be able to manage diary systems	<ul style="list-style-type: none">2.1 Obtain the information needed to make diary entries2.2 Make accurate and timely diary entries2.3 Respond to changes in a way that balances and meets the needs of those involved2.4 Communicate up-to-date information to everyone involved2.5 Keep diaries up-to-date2.6 Maintain the requirements of confidentiality

AC1.1: Explain the importance of keeping diary systems up to date

- *Diary systems:* allow organisations to plan and co-ordinate activities and resources; prioritise workload; effective time management; paper based; electronic on intranet; shared access by individuals, work teams and departments; supports managers, teams and departmental processes; record deadlines, e.g. project targets, specific work completion dates; personal area for reminders and 'to do' items
- *The importance of up to date diary systems:* staff access to accurate information; location of colleagues; when colleagues are free, e.g. meetings/activities arranged to suit availability; resources for a meeting/activity can be planned; cancelled activities deleted; allows efficiency of whole organisation; changes to arranged meetings advised

AC1.2: Describe the basis on which bookings and changes are prioritised

- *Prioritising bookings:* important deadlines to meet, policies and procedures, e.g. regular board meetings, weekly or monthly team meetings, discussing new policies or procedures; project planning or product development against targeted stages, need and urgency
- *Prioritising changes:* availability of facilities/accommodation; availability of minimum number of people needed to meet full attendance; important contributor unavailable on original date; meeting customers' needs; project profile, e.g. high, low; deadlines to be met

AC1.3: Explain any constraints relating to making bookings for people or facilities

- *Constraints:* conflicting demands; competing priorities; availability of resources; insufficient resources; insufficient information given; unavailable facilities; unable to access diary management system; specific location request not available; staff/visitors' availability

AC1.4: Describe the types of problems that can occur when managing diaries

- *Types of problems:* possible conflict with existing requests; overlap of multiple requests; duplicate or double bookings; not communicating requests or change in request; not confirming or recording requests; prioritising requests, e.g. rescheduling to high priority/emergency/urgency; poor communication

Information for tutors

Suggested resources

Books

Craven R and Golabowski L – *The Complete Idiot's Guide to Meeting and Event Planning* (2nd edition) (ALPHA, 2006) ISBN 9781592574629

Lapsley A – *Business & Administration Student Handbook Level 2* (CFA, 2010) ISBN 9780956773807

Assessment

This unit is internally assessed. 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

This unit must be assessed in the workplace in accordance with the Skills CFA Assessment Strategy for Business Administration, Customer Service and Management and Leadership 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.

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 diary management. The diary system being managed can be either manual or electronic and could be the learner's own diary or that of colleagues. The diary management may relate to items such as travel, meetings, leave, conferences, deadlines, etc.

The evidence from the direct observation could be supported by examining work products such as completed diary entries or communications to colleagues notifying of changes (e.g. emails, memos) – this provides further evidence to meet the requirements, for example AC2.1 AC2.2 and AC2.4. To achieve AC2.3, learners need to provide evidence of prioritising requested changes to bookings and solving problems of conflicting demands by suggesting and negotiating alternative arrangements. Witness testimony could be used to support the evidence from direct observation for this assessment criterion as well as for AC2.5.

Question and answer (Q&A) sessions could be used to corroborate the competence of the learner (e.g. for AC2.6) as well as meeting the requirements of the knowledge assessment criteria in learning outcome 1. Alternatively, a learner diary could be used. There are good opportunities for the assessment of the knowledge in learning outcome 1 to applied and related to the learner's competencies in LO2. For example, the learner could be asked to describe the basis on which they made changes to bookings to ensure that they balanced the needs of all concerned. This allows the learner to apply their knowledge to their activities linked to AC2.3. To achieve the knowledge assessment criteria, 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 response for AC1.3 must have sufficient detail about the different types of constraints to meet the standards for an explanation.

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 14: **Collate and Report Data**

Unit reference number: L/506/1810

Level: 2

Credit value: 3

Guided learning hours: 19

Unit type: Competence

Unit summary

A key role of a business administrator is to collate and report data within the organisation. It is important that the administrator can make decisions on the best way to present data and also understand the implications of data protection and confidentiality of data within the organisation. A thorough understanding of different IT packages is vital to ensure that the correct decision on how to present data can be made, particularly if the data is complicated.

In this unit you will learn how to organise and present data in a way that the audience will understand the text and/or diagrams being presented. You will also learn how to balance the use of text and diagrams and look at the different ways that data can be presented. Having accurate data is vital when producing reports for others and you will be able to demonstrate ways in which checking data collected will ensure that the reports you produce are fit for purpose.

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 collate and report data	<ul style="list-style-type: none">1.1 Describe the different ways that data can be organised1.2 Explain why data should be presented and reported in different ways1.3 Explain the use of text and diagrams in helping readers to understand the presented data1.4 Explain the requirements relating to confidentiality, data protection, intellectual property and copyright legislations
2 Be able to collate data	<ul style="list-style-type: none">2.1 Ensure that data collected is complete, accurate and up-to-date2.2 Check the data against agreed criteria2.3 Organise data in a way that will enable meaningful analysis2.4 Meet agreed timescales in the collation of data
3 Be able to report data	<ul style="list-style-type: none">3.1 Present data in the agreed reporting format and house style3.2 Report data within agreed timescale3.3 Distribute data reports to authorised readers

AC1.1: Describe the different ways that data can be organised

- *Different ways to organise data:* spreadsheet or database, e.g. numerical data, customer data, lists; using filenames which can be easily recognizable by other users; version numbering of documents so that latest version of the document is always available

AC1.2: Explain why data should be presented and reported in different ways

- *Presented and reported in different ways:* to suit different audiences and their requirements; use of pictures rather than words, e.g. use a map of an area rather than trying to describe it in words; stand out on a page; use graphs and charts can help the audience understand figures; in tables or columns, e.g. a newsletter using a word processing or desk top publishing package

AC1.3: Explain the use of text and diagrams in helping readers to understand the presented data

- *Use of text and diagrams:* presenting graphs and charts from data to show trends, differences; help to make complicated data more understandable; deciding how to balance text and data within documents to ensure that maximum impact is gained

AC1.4: Explain the requirements relating to confidentiality, data protection, intellectual property and copyright legislations

- *Confidentiality:* only share with people who are allowed sight
- *Data Protection (Data Protection Act 1998):* all documents are produced fairly; stored for the relevant time only; information accessible to those who request it, e.g. customers, staff
- *Copyright (Copyright, Designs and Patents Act 1988):* limit the use of information obtained from other sources; seek permission before using; obtaining appropriate licenses
- *Intellectual Property:* seek permission to use other people's work; obtaining appropriate licenses

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

This unit is internally assessed. 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

This unit must be assessed in the workplace in accordance with the Skills CFA Assessment Strategy for Business Administration, Customer Service and Management and Leadership 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.

The main evidence collection methods for demonstrating achievement of the unit is likely to be a combination of observation, review of the learner's work products and question and answer (Q&A) sessions. The learner's work products may include planning notes, completed spread sheets, reports or communications to colleagues outlining the data that is being reported (e.g. emails). The work products should be reviewed by the assessor as a basis for the Q&A to corroborate the competence of the learner and provide evidence for the knowledge assessment criteria in learning outcome 1. To confirm competence, the learner could be asked to explain how they checked the accuracy and completeness of data (AC2.2).

To achieve AC2.2, AC2.3 and AC3.1, the learner needs to provide evidence of the original data they were provided with and the data at different stages in the process. Witness testimony could be used to support the evidence from direct observation for AC2.4, AC3.1 and AC3.2.

Question and answer (Q&A) sessions 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. For example, the learner could be asked to use their work products to explain how they have used text and diagrams in presenting data and why data is presented and reported in different ways for different tasks (AC1.3 and AC1.2). The learner could also be asked to explain the requirements relating to confidentiality, data protection, intellectual property and copyright legislations in the context their work tasks (AC1.4). 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 of the operative verbs. For example, the responses must have sufficient detail about the different ways data can be presented (AC1.2), how text and diagrams help the reader understand the data (AC1.3) and the different legal requirements that affect the reporting of data (AC1.4).

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 15:

Contribute to the Organisation of an Event

Unit reference number: L/506/1869

Level: 2

Credit value: 3

Guided learning hours: 23

Unit type: Competence

Unit summary

The management of an event is crucial ensure an event is successful, and can be an activity undertaken by people working in a support role. It could involve planning and co-ordinating arrangements for a variety of events from arranging meetings, product launches, exhibitions and promotions to organising a full-scale conference. There are organisations that actually specialise in event management, which shows how important this function is.

In this unit you will learn what is involved in the planning of an event, and the importance of being aware of the different needs of delegates attending, the requirements of health, safety and security, and how to deal with any problems that may arise during the event.

You will have the opportunity to organise an event as a practical activity to give you the direct experience to plan, co-ordinate and arrange all the different stages involved. There will be practical considerations of booking venues and equipment, and other preparatory work, including sending information to delegates and organising resources. You will explore the support tasks involved during the event, together with follow up activities at the end of the event.

During these challenging activities you will develop skills in communication and liaising with others, time management, problem solving, negotiating, planning, resource management, teamwork, monitoring and evaluating.

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 event organisation	<ul style="list-style-type: none">1.1 Explain the roles, responsibilities and accountabilities of individuals involved in the event1.2 Explain the purpose and features of different types of events1.3 Describe the type of resources needed for different types of events1.4 Describe the different needs attendees may have and how to meet these1.5 Explain the requirements of health, safety and security when organising events1.6 Describe the types of problems that may occur during events and how to deal with them
2 Be able to carry out pre-event actions	<ul style="list-style-type: none">2.1 Identify venue requirements for an event2.2 Obtain resources within the agreed timescales2.3 Distribute pre-event documentation to delegates in accordance with the event plan2.4 Co-ordinate attendee responses within the agreed timescale2.5 Identify any special requirements of event attendees
3 Be able to set up an event	<ul style="list-style-type: none">3.1 Set up layout and resources in accordance with the event plan3.2 Confirm that all identified resources are in place and meet requirements3.3 Behave in a way that maintains organisational values and standards

Learning outcomes	Assessment criteria
<p>4 Be able to carry out post-event actions</p>	<p>4.1 Ensure the venue is restored to the required conditions in accordance with the terms of the contract</p> <p>4.2 Carry out follow-up actions in accordance with the event plan and agreements made at the event</p>

AC1.1: Explain the roles, responsibilities and accountabilities of individuals involved in the event

- *Event leader:* depending on seniority within organisation allocating or obtaining budget required; discussing purpose and requirements with the event organiser, e.g. numbers involved, type of venue required, facilities, catering, accommodation, other resources; providing information on delegates/target audience to be invited; staff involved; visiting speakers; monitoring costs and evaluating the event
- *Event organiser:*
 - o Liaising with event leader: organising a venue and location that meets budget and costs allocated; facilities, e.g. presentation room, layout, breakout rooms; resources; catering; delegate requirements; parking adjacent to accommodation; bookings; access transport; special needs
 - o Responsibilities: setting up programme; liaising with presenters; setting event objectives; presentation materials; arranging visiting speakers; invitations; event programme; acceptances; preparation and distribution of delegate materials; final delegate lists; name badges; confirming numbers to venue
 - o Current legal requirements: law of contract (with venue, outside speakers, suppliers); agreements; health and safety, and security (safe keeping of delegate and organisation's belongings and equipment)
 - o During the event: check rooms, equipment, materials, safety and security, meet delegates for registration, record delegates attending, resolve problems if arise, monitor presentations and activities to meet programme times
- *Support staff working with the event leader:* availability; timely preparation of presentations and event materials
- *Venue staff:* providing room accommodation and equipment as booked; timely catering requirements; healthy, safe and secure environment

AC1.2: Explain the purpose and features of different types of events

- *Types of event:* meetings; conferences; business dinners/awards ceremonies; exhibitions; courses/workshops; networking events/conferences; promotional events/product launch; fundraising events
- *Internal:* involving own staff but possible external speakers
- *External:* involving own staff and outside delegates, e.g. customers
- *Confidential:* concerning finance, issues of company strategy
- *Routine/formal:* held on a regular basis and a requirement either legally or as an organisation's procedure, e.g. Annual General Meeting, regular board meeting
- *Non-routine/informal:* e.g. ad hoc meetings as needed by the operations of an organisation, regular team meetings

AC1.3: Describe the type of resources needed for different types of events

- *Types of resources:*
 - o Budget; costs
 - o Room/venue (size, location, date); breakout rooms
 - o Presentation equipment
 - o Other equipment (copying facilities)
 - o Adjacent overnight accommodation
 - o Refreshment facilities (bookings, delegates with special dietary requirements)
 - o Visiting speakers/presenters
 - o List of delegates to be invited; invitations (event brief, date, venue, map, transport details); record of acceptances or those unable to attend
 - o Programme and relevant documentation
 - o Attendance list; name badges
 - o Writing material for delegates

AC1.4: Describe the different needs attendees may have and how to meet these

- *Different needs:* access arrangements to venue and within meeting rooms, e.g. lifts, wheelchair access, ramps, handrails, room facilities for any overnight accommodation; transport support; audio links or documents in braille; special dietary requirements

AC1.5: Explain the requirements of health, safety and security when organising events

- *Requirements of health, safety and security:*
 - Venue is free of hazards: checks made of room(s); equipment PAT tested; secure and safe cabling
 - Security of event materials: confidentiality of information and communications
 - Security of delegate belongings when breaks taken
 - Aware of any fire alarm systems and practices: inform delegates; alert delegates to emergency exits and meeting point
 - Room and facilities direction signs in place
 - Recording attendance

AC1.6: Describe the types of problems that may occur during events and how to deal with them

- *Problems and resolutions:*
 - Non-delivery of resources: last-minute photocopying
 - Late or non-arrival of presenter: make contact to clarify time of arrival; inform event leader of outcome; re-organise programme timing, e.g. if presenter arriving later; discuss alternative activity with event leader to fill the time slot if non-arrival
 - Unexpected higher number of delegates than expected creating inadequate room(s) or resources: sharing resources while extras prepared; adding more chairs; if insufficient space, need larger room or extra room; may cause doubling up presentations; ensuring available presenter
 - Missing specific resources (special equipment) causing delay in presentation: rearranging programme to allow time to provide missing resource or use alternative method of presentation
 - Delegate taken ill: how serious; call emergency services or deal with via venue's first aid facility; inform contact person for delegate

Information for tutors

Suggested resources

Books

Craven R and Golabowski L – *The Complete Idiot's Guide to Meeting and Event Planning* (2nd edition) (ALPHA, 2006) ISBN 9781592574629

Friedmann S – *Meeting and Event Planning for Dummies* (John Wiley & Sons, 2003) ISBN 9780764538599

Websites

www.businesscasestudies.co.uk – The Times 110: business case studies

www.evolutionevent.com – Event Management Company: case studies of events organised for major companies

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

Other

Haymarket Business Publications Ltd – Event Exhibitions and live events information

Assessment

This unit is internally assessed. 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

This unit must be assessed in the workplace in accordance with the Skills CFA Assessment Strategy for Business Administration, Customer Service and Management and Leadership 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.

The primary source of evidence for demonstrating achievement of learning outcome 2, learning outcome 3 and learning outcome 4 is direct observation of the learner carrying out their work activities relating to the organisation of an event.

The evidence from the direct observation for learning outcome 2, learning outcome 3 and learning outcome 4 could be supported by examining work products such as notes produced, checklists and non-verbal communication to colleagues, venues and/or customers, e.g. emails, letters etc. – this provides further evidence to meet the requirements, for example AC2.1, AC2.2, AC2.3, AC2.4, AC2.5 and AC4.2. To achieve AC3.5, learners need to provide evidence of following up actions in accordance with the brief either through emails, verbal communication and/or records showing actions have been followed up. Witness testimony could be used to support the evidence from direct observation for this assessment criterion as well as for AC2.3, AC2.5, AC3.3 and AC4.1.

Question and answer (Q&A) sessions could also be used to provide supporting evidence of the learner's competence. For example, the learner could be asked to explain how to behave in a way that maintains organisational values and standards (AC3.3).

Question and answer (Q&A) sessions 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 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 the types of resources needed for different types of events. This relates the assessment of AC1.3 to that of AC2.2. Similarly, the learner could be asked to describe the different needs attendees may have and how to meet these; their description could be supported by the appropriate work products. This links AC1.4 to AC2.5. 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 assessment requirements. For example, the learner needs to describe at least three types of problems that may occur during events and how to deal with them (AC1.6).

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 16: 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	<ul style="list-style-type: none">1.1 Explain the role of their own occupation within an organisation and industry1.2 Describe career pathways within their organisation and industry1.3 Identify sources of information and advice on an industry, occupation, training and career pathway1.4 Describe an organisation's principles of conduct and codes of practice1.5 Explain issues of public concern that affect an organisation and industry1.6 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	<ul style="list-style-type: none">2.1 Describe the employer and employee statutory rights and responsibilities that affect their own role2.2 Describe an employer's expectations for employees' standards of personal presentation, punctuality and behaviour2.3 Describe the procedures and documentation that protect relationships with employees2.4 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 particular organisational requirements and context. 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 particular organisational requirements and context. 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:*
 - o Within an organisation: e.g. line manager, HR department, organisation information systems
 - o 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

AC1.6: 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 particular organisational requirements and context. 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 9780435046903

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.skillsfca.org – Skills CFA: Sector Skills Council for Business Administration

Assessment

This unit is internally assessed. 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 assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

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. Question and answer (Q&A) sessions 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. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 17: **Prepare Text from Shorthand**

Unit reference number: M/506/1816

Level: 2

Credit value: 6

Guided learning hours: 46

Unit type: Competence

Unit summary

Preparing text from shorthand is a vital skill for an administrator that is involved in producing documents based on their or other people's shorthand notes. It is important that the text that is produced is accurate, formatted correctly and produced within given deadlines.

In this unit you will learn the importance of knowing who dictated the notes, the recipients of the text and why it is being sent. You will also learn how to make use of the techniques offered by specific shorthand systems when taking notes to ensure that you can transcribe them accurately.

You will learn about the consequences of not following the rules of grammar, punctuation and spelling correctly and how to proof-read your work to make sure it is accurate.

Finally you will learn the importance knowing and understanding your organisation's procedures for the storage, security and confidentiality of both documents and recordings.

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 use shorthand to create text	<ul style="list-style-type: none">1.1 Explain the importance of confirming the purpose of the text and intended audience1.2 Describe techniques that may be used when taking shorthand notes1.3 Explain the consequences of incorrect spelling, punctuation, grammar and sentence structure, and inaccurate content1.4 Explain how technology features can help to create, format and check the accuracy of text1.5 Describe ways of checking produced texts for accuracy and correctness1.6 Describe organisational procedures for the storage, security and confidentiality of information
2 Be able to use shorthand to prepare text	<ul style="list-style-type: none">2.1 Agree the purpose, format and deadlines for texts2.2 Take dictation using shorthand at the speed required by the organisation2.3 Input and format text from shorthand notes2.4 Check that text is accurate and the meaning is clear and correct2.5 Store texts and original notes safely and securely following organisational procedures2.6 Present texts in the required formats and within the agreed timescales

Unit amplification

AC1.1: Explain the importance of confirming the purpose of the text and intended audience

- *Purpose:* for information; persuasion; negotiation; regulation
- *Intended audience:* in-house staff (in the UK and overseas); external customers (in the UK and overseas)
- *Importance:* meet deadlines; confidentiality constraints; formatting requirements; print requirements

AC1.2: Describe the techniques that may be used when taking shorthand notes

- *Techniques:* simplifying existing letters; special symbols to represent words or phrases; shorthand systems, e.g. Pitman shorthand, Gregg shorthand
- *When techniques are used:* identify when a new dictation session started; urgency; confidentiality; system print or formatting requirements; punctuation; capital letters; paragraphs; show words or phrases that need emphasis; abbreviations; numbers; technical jargon; specialist vocabulary, e.g. the use of any contractions or phrasing used in the specific shorthand

AC1.3: Explain the consequences of incorrect spelling, punctuation, grammar and sentence structure, and inaccurate content

- *Consequences:* meaning of the text can be changed; organisation's reputation will suffer; wrong message may be communicated

AC1.4: Explain how technology features can help to create, format and check the accuracy of text

- *Technology features:* boldening; italics; underscoring; automatic numbering and bullet points; tabular design; columns; text wrapping; spell and grammar checker; thesaurus; dictionaries; calculator; images; graphics
- *How features can help:* ease when formatting; makes documents look presentable and more professional; ensure accuracy

AC1.5: Describe ways of checking produced texts for accuracy and correctness

- *Checking for accuracy and correctness:* electronic spelling and grammar checks; personal proof reading; drafts to originator; figure checking; cross referencing if borrowed material

AC1.6: Describe organisational procedures for the storage, security and confidentiality of 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

Information for tutors

Suggested resources

Books

Lester M and Beason L – *Handbook of English Grammar and Usage* (2nd edition) (McGraw-Hill Contemporary, 2012) ISBN 9780071799904

Websites

http://ico.org.uk/for_organisations/data_protection/the_guide – Information Commissioner's Office: guide to data protection

Assessment

This unit is internally assessed. 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

This unit must be assessed in the workplace in accordance with the Skills CFA Assessment Strategy for Business Administration, Customer Service and Management and Leadership 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.

The primary source of evidence for demonstrating achievement of learning outcome 2 is work products such as notes, drafts of the text, completed documents, work plans etc., question and answer (Q&A) sessions and learner diary. The work products provide evidence to meet the requirements of AC2.2, AC2.3 and AC2.4. Witness testimony could also be used to support the evidence from work produces for AC2.1, AC2.5 and AC2.6.

Question and answer (Q&A) sessions could be used to corroborate the competence of the learner (e.g. for AC2.1, AC2.5 and AC2.6) 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 the importance of confirming the purpose of the text and intended audience (AC1.1), the consequences of incorrect spelling, punctuation, grammar and sentence structure, and inaccurate content (AC1.3) and how technology features can help to create, format and check the accuracy of text (AC1.4).

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 18:

Buddy a Colleague to Develop their Skills

Unit reference number: M/506/1895

Level: 2

Credit value: 3

Guided learning hours: 19

Unit type: Competence

Unit summary

Buddying is an important part of helping to develop skills and knowledge needed to carry out any role in an organisation. It will give you the opportunity work with a new member of staff in your organisation and introduce them to their new work colleagues and surroundings. It gives you the opportunity to pass on knowledge learned whilst being employed in the company and to help to solve day to problems that a new member of staff will encounter. You will also be able to develop your own leadership and people skills as well as develop the confidence of your buddy.

In this unit you will learn how to give positive and constructive criticism to a colleague working within the confines of the expectations of a buddy. You will have the opportunity to develop new techniques which will build a relationship with your buddy, skills you will be able to use in later life in different situations. Being a buddy means being organised and setting dates for monitoring and checking on progress, and creating action plans and sticking to them. You will get the opportunity to pass on your experience and give your buddy advice and guidance.

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 buddy a colleague	<ul style="list-style-type: none">1.1 Describe what is expected of a buddy1.2 Explain techniques to give positive feedback and constructive criticism1.3 Explain techniques to establish rapport with a buddy
2 Be able to plan to buddy a colleague	<ul style="list-style-type: none">2.1 Agree which aspects of a colleague's work may benefit from buddying2.2 Confirm organisational requirements for standards of behaviour, presentation, communication and performance of a buddy colleague2.3 Agree a schedule of meetings that minimise disruption to business2.4 Agree specific, measurable, achievable, realistic and time-bound (SMART) buddying objectives
3 Be able to support a buddy colleague carrying out work activities	<ul style="list-style-type: none">3.1 Remain unobtrusive while a buddy colleague carries out their work activities3.2 Provide examples of how to carry out tasks correctly3.3 Identify instances of good practice and areas for improvement through observation3.4 Praise a buddy colleague on well completed tasks3.5 Give constructive feedback on ways in which a buddy could improve performance3.6 Offer a buddy hints and tips based on personal experience

AC1.1: Describe what is expected of a buddy

- *Expectations of a buddy:* to give key information about the organisation and reduce uncertainty; introductions to key members of staff; advise on where to go for additional help if required; explain organisational processes and procedures; be a point of contact, e.g. support, advice, guidance; arrange regular meetings to check progress and answer questions; maintain confidentiality

AC1.2: Explain techniques to give positive feedback and constructive criticism

- *Techniques to giving positive feedback and constructive criticism:* start and end with a compliment; keep eye contact at all times when giving feedback; use humour where applicable; be specific; include examples; choose a suitable time and place to deliver feedback

AC1.3: Explain techniques to establish rapport with a buddy

- *Techniques to establish rapport:* be friendly and approachable; hold structured face to face meetings which is informative and builds confidence; balance the talking between both people; be available when required to answer routine questions, this could be either face to face or via e-mail or telephone; work closely to improve the situation and make their introduction to the organisation a better experience; listen; validate thoughts and opinions of others

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

Websites

www.mindtools.com/pages/article/newCDV_24.htm – Mind Tools: mentoring skills

www.mrc-cbu.cam.ac.uk/documents/equality/MRC%20Guidance%20for%20Mentors.pdf – Medical Research Council: guidance for mentors

Assessment

This unit is internally assessed. 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

This unit must be assessed in the workplace in accordance with the Skills CFA Assessment Strategy for Business Administration, Customer Service and Management and Leadership 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.

The evidence for demonstrating achievement of learning outcome 2 and learning outcome 3 is likely to come from a combination of direct observation of the learner acting within their role as a buddy, examination of the learner's work products, question and answer (Q&A) sessions and witness testimony. Buddying can relate to mentoring and shadowing and can refer to a new employee or an existing colleague.

The learner's work products for learning outcome 2 could include the agreed development plan for the buddy, notes from meetings, diary showing schedule meetings and records of relevant communications, e.g. emails – these would provide evidence for AC2.1, AC2.3, AC2.4. Q&A and/or witness testimony could be used to provide evidence for AC2.2.

The evidence from any direct observation for learning outcome 3 could be supported by examining work products such as reports, notes from meetings and record of communications to buddies, e.g. emails – this would provide further evidence to meet the assessment requirements, for example, AC3.3, AC3.4, AC3.5 and AC3.6. Witness testimony could be used to support the evidence from direct observation for all the assessment criteria in learning outcome 3. Q&A can be used to close any gaps in the evidence required, for example AC3.3 and AC3.6.

Question and answer (Q&A) sessions or learner diary could be used to meet the assessment requirements of learning outcome 1. It is good practice to relate the assessment of the knowledge with the competence activities carried out by the learner. For example, the learner could explain the techniques to give positive feedback and constructive criticism by drawing on how they have done this to meet AC3.5. 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 the techniques to give positive feedback and constructive criticism (AC1.2) and the techniques to establish rapport with a buddy (AC1.3).

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 19: 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.

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	<ul style="list-style-type: none">1.1 Describe systems and procedures for storing and retrieving information1.2 Outline legal and organisational requirements for information security and retention1.3 Explain how to create filing systems to facilitate information identification and retrieval1.4 Explain how to use different search techniques to locate and retrieve information1.5 Describe what to do when problems arise when storing or retrieving information
2 Be able to gather and store information	<ul style="list-style-type: none">2.1 Gather the information required within the agreed timescale2.2 Store files and folders in accordance with organisational procedures2.3 Store information in approved locations2.4 Adhere to organisational policies and procedures, legal and ethical requirements
3 Be able to retrieve information	<ul style="list-style-type: none">3.1 Confirm information to be retrieved and its intended use3.2 Retrieve the required information within the agreed timescale

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: Explain how to use different search techniques to locate and retrieve 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 9780435463335

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

Assessment

This unit is internally assessed. 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

This unit must be assessed in the workplace in accordance with the Skills CFA Assessment Strategy for Business Administration, Customer Service and Management and Leadership 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.

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.

Question and answer (Q&A) sessions 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. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 20:

Administer Parking Dispensations

Unit reference number: R/506/1887

Level: 2

Credit value: 3

Guided learning hours: 25

Unit type: Competence

Unit summary

When dealing with the public in relation to parking dispensations, it is vital that all information is dealt with quickly and effectively so that the correct paperwork can be issued and decisions in relation to approval or decline are made with confidence. This unit also deals with the legal and regulatory bodies involved in the issuing of parking dispensations and the skills required to ensure all legislative requirements are met and adhered to.

In this unit you will learn how to identify key pieces of legislation which govern parking dispensations and how these rules fit in with your own role within the issuing organisation. You will also have the opportunity to communicate with the customers advising them on eligibility criteria and advising whether or not, as a result of your checks, a dispensation will be issued. You will have the opportunity to examine policies and procedures relevant to your organisation and identify your limits of authority within those documents.

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 administration of parking dispensations	<ul style="list-style-type: none">1.1 Explain the scope and limits of their own responsibilities and authority in issuing parking dispensations1.2 Describe the legal and regulatory requirements relating to parking dispensations1.3 Describe the parking dispensation eligibility criteria and checks1.4 Describe organisational security and anti-fraud policies, procedures and processes1.5 Describe the features of software to manage the issues of permits, season tickets, suspensions, dispensations or waivers and blue badges1.6 Explain where to go for help when dealing with parking dispensations
2 Be able to process applications for parking dispensations	<ul style="list-style-type: none">2.1 Advise customers of the eligibility criteria for parking dispensations2.2 Determine whether customers are eligible by matching the case to the criteria2.3 Clarify any areas of doubt or confusion with customers2.4 Carry out relevant checks in accordance with organisational procedures and legislative procedures2.5 Record the reasons for the decision as to whether or not to grant parking dispensations2.6 Maintain the requirements of confidentiality and data protection

Learning outcomes	Assessment criteria
<p>3 Be able to issue parking dispensations</p>	<p>3.1 Communicate the decision and return related paperwork on parking dispensations to customers in accordance with organisational procedures</p> <p>3.2 Process payments and refunds in accordance with organisational procedures</p> <p>3.3 Keep records up-to-date</p> <p>3.4 Adhere to organisational policies and procedures, legal and ethical requirements</p>

Unit amplification

AC1.1: Explain the scope and limits of their own responsibilities and authority in issuing parking dispensations

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: Describe the legal and regulatory requirements relating to parking dispensations

- *Legal and regulatory requirements:* Local Authorities (Transport Charges) Regulations 1998; Traffic Management Act 2004; Freedom of Information Act 2000; Data Protection Act; role of the Police and Civil Enforcement Officers in relation to dispensation of parking permits

AC1.3: Describe the parking dispensation eligibility criteria and checks

- *Parking dispensations eligibility criteria and checks:* customers have applied for dispensation within the required period of time; reasons for customers applying for a dispensation are valid and meet the organisational requirements; relevant documentation has been sent; decision has been communicated to customers in relation to approval or decline of an application within required period of time; relevant paperwork has been issued

AC1.4: Describe the organisational security and anti-fraud policies, procedures and processes

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: Describe the features of software to manage the issues of permits, season tickets, suspensions, dispensations or waivers and blue badges

- *Features of software:* logging of personal information against reference numbers; logging of date, time, location, person issuing; information visible to all internal users

AC1.6: Explain where to go for help when dealing with parking dispensations

- *Where to go for help:* supervisor; line manager; team leader; regulatory authority, e.g. Police; follow organisational policies and procedures where an issue arises

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

Websites

www.skillsca.org – Skills CFA: Sector Skills Council for Business Administration

Assessment

This unit is internally assessed. 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

This unit must be assessed in the workplace in accordance with the Skills CFA Assessment Strategy for Business Administration, Customer Service and Management and Leadership 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.

The primary source of evidence for demonstrating achievement of learning outcome 2 and learning outcome 3 is direct observation of the learner carrying out their work activities relating to administering parking dispensations.

The evidence from direct observation for learning outcome 2 and learning outcome 3 could be supported by examining work products such as communication to customers, e.g. emails, letters, records applications and the action that has been taken and databases – this provides further evidence to meet the requirements, for example AC2.1, AC2.3, AC2.4, AC2.5, AC2.6, AC3.1, AC3.2 and AC3.3. To achieve AC2.6 and AC3.4, learners need to provide evidence of maintaining the requirements of confidentiality and data protection and adhering to organisational policies and procedures, legal and ethical requirements either through checklists or completed forms. Witness testimony could be used to support the evidence from direct observation for this assessment criterion as well as for AC3.3.

Question and answer (Q&A) sessions could be used to corroborate the competence of the learner (e.g. for AC2.2, AC2.4, AC2.6, AC3.2 and AC3.4) 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 the scope and limits of their own responsibilities and authority in issuing parking dispensations (AC1.1) and where to go for help when dealing with parking dispensations (AC1.6).

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 21:

Administer Finance

Unit reference number: R/506/1890

Level: 2

Credit value: 4

Guided learning hours: 21

Unit type: Competence

Unit summary

The finance department plays a key role in the survival of the organisation and it is important that accurate and up to date records are kept and that everyone in the department knows how to generate key documentation to ensure cash continually flows into the business.

In this unit you will learn how to identify who is responsible for ensuring payments are authorised in the company as well as ensuring that key documents which need to leave the department are done so in a timely manner. It is vital that activities within this area follow organisational policies and procedures and you will have the opportunity to work within these guidelines whilst carrying out your day to day duties.

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 finance for administrators	<ul style="list-style-type: none">1.1 Describe organisational hierarchy and levels of authority for financial transactions1.2 Explain organisational systems for sales invoicing, purchasing, payments and receipts1.3 Describe the use of a purchase order, invoice, receipts and expenses
2 Be able to administer finance	<ul style="list-style-type: none">2.1 Record income and expenditure in accordance with organisational policies and procedures2.2 Process purchase orders, invoices or expenses in accordance with organisational policies and procedures2.3 Process outgoing payments to the correct recipient2.4 Accept or allocate incoming payments in accordance with organisational policies

Unit amplification

AC1.1: Describe organisational hierarchy and levels of authority for financial transactions

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: Explain organisational systems for sales invoicing, purchasing, payments and receipts

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

AC1.3: Describe the use of a purchase order, invoice, receipts and expenses

- *Purchase order:* document required before an item can be purchased; must be authorised or signed by correct staff; purchase order number should be quoted on the invoice; items listed on the purchase order must match those on the invoice
- *Invoice:* required document prior to a payment being made; must be signed by correct staff to ensure accuracy of amount and items; gives the total amount due to be paid, including VAT where required; how the final invoices are distributed
- *Receipts:* money coming into the company as a result of invoices paid, e.g. sales; other sources of income, e.g. funded projects; how invoices coming into the company are administered within the finance department
- *Expenses:* costs to the company, e.g. rent, salaries; how these expenses come into the company, e.g. via invoice; those expenses incurred by staff whilst working on behalf of the company whilst away from the office, e.g. mileage expenses, hotel expenses

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

Websites

www.skillsca.org – Skills CFA: Sector Skills Council for Business Administration

Assessment

This unit is internally assessed. 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

This unit must be assessed in the workplace in accordance with the Skills CFA Assessment Strategy for Business Administration, Customer Service and Management and Leadership 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.

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 administering finance. Finance can relate to invoices, receipts, purchase orders and expenses either for the organisation or your team.

The evidence from the direct observation for learning outcome 2 could be supported by examining work products such as written or electronic records, spreadsheets, emails etc. – this provides further evidence to meet the requirements of AC2.1, AC2.2, AC2.3 and AC2.4. Witness testimony could be used to support the evidence from direct observation for AC2.4.

Question and answer (Q&A) sessions could be used to corroborate the competence of the learner (e.g. for AC2.1, AC2.2, AC2.3 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 the organisational systems for sale invoicing, purchasing, payments and receipts (AC1.2).

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 22:

Prepare Text from Recorded Audio Instruction

Unit reference number: T/506/1817

Level: 2

Credit value: 4

Guided learning hours: 15

Unit type: Competence

Unit summary

Preparing text from recorded audio instruction is a vital skill for an administrator that is involved in producing documents based on recorded audio instruction. It is important that the text that is produced is accurate, formatted correctly and produced within given deadlines.

In this unit you will learn the importance of knowing who dictated the notes, the recipients of the text and why it is being sent. You will also learn about the different types of media on which notes can be dictated and how the different styles of dictation affect your understanding of what has been recorded.

You will learn about the consequences of not following the rules of grammar, punctuation and spelling correctly and how to proof-read your work to make sure it is accurate.

Finally you will learn the importance knowing and understanding your organisation's procedures for the storage, security and confidentiality of both documents and recordings.

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 preparation of text from recorded notes	<ul style="list-style-type: none">1.1 Explain the importance of confirming the purpose of the text and intended audience1.2 Describe the main features of the different types of technology that can be used for playing back recordings1.3 Explain how different speaking styles of those giving dictation can affect outputs1.4 Explain the consequences of incorrect spelling, punctuation, grammar and sentence structure, and inaccurate content1.5 Describe ways of checking produced texts for accuracy and correctness1.6 Describe organisational procedures for the storage, security and confidentiality of information
2 Be able to prepare text from recorded notes	<ul style="list-style-type: none">2.1 Agree the purpose, format and deadlines for texts2.2 Input and format text from audio recording2.3 Check that text is accurate and the meaning is clear and correct2.4 Store texts and original recordings safely and securely following organisational procedures2.5 Present texts in the required formats and within the agreed timescales

Unit amplification

AC1.1: Explain the importance of confirming the purpose of the text and intended audience

- *Purpose:* for information; persuasion; negotiation; regulation
- *Intended audience:* in-house staff (in the UK and overseas); external customers (in the UK and overseas)
- *Importance:* meet deadlines; confidentiality constraints; formatting requirements; print requirements

AC1.2: Describe the main features of the different types of technology that can be used for playing back recordings

- *Main features of different types of technology:*
- Dedicated commercial dictating machines with foot control and headset: usually clearer recordings; easy readable scales to help with document lengths; indication of document urgency; easy to find priority items for completion
- Computers, laptops and tablets with the use of a headset may be used as playback machines if dictation is uploaded from a digital voice recorder or mobile phone; possible to replay and fast forward; absence of a foot control makes it less easy to operate
- Specific digital transcription kits or software that allow any computer to act as a playback machine

AC1.3: Explain how different speaking styles of those giving dictation can affect outputs

- *Different speaking styles:* regional accents or foreign accents; use of local vocabulary; over-use of technical jargon or use of unfamiliar technical jargon
- *How different speaking styles affect outputs:* more time needed to review what has been dictated; more time needed to make sure understanding is correct; documents may be delayed; potential for incorrect information to be used

AC1.4: Explain the consequences of incorrect spelling, punctuation, grammar and sentence structure, and inaccurate content

- *Consequences:* meaning of the text can be changed; organisation's reputation will suffer; wrong message may be communicated

AC1.5: Describe ways of checking produced texts for accuracy and correctness

- *Checking for accuracy and correctness:* electronic spelling and grammar checks; personal proof reading; drafts to originator; figure checking; cross referencing if borrowed material

AC1.6: Describe organisational procedures for the storage, security and confidentiality of 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

Information for tutors

Suggested resources

Books

Lester M and Beason L – *Handbook of English Grammar and Usage* (2nd edition) (McGraw-Hill Contemporary, 2012) ISBN 9780071799904

Websites

http://ico.org.uk/for_organisations/data_protection/the_guide – Information Commissioner's Office: guide to data protection

Assessment

This unit is internally assessed. 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

This unit must be assessed in the workplace in accordance with the Skills CFA Assessment Strategy for Business Administration, Customer Service and Management and Leadership 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.

The primary source of evidence for demonstrating achievement of learning outcome 2 is work products such as notes, drafts of the text, completed documents, work plans etc., question and answer (Q&A) sessions and learner diary. The work products provide evidence to meet the requirements of AC2.2, AC2.3 and AC2.5. Witness testimony could also be used to support the evidence from work produces for AC2.1, AC2.4 and AC2.5.

Question and answer (Q&A) sessions could be used to corroborate the competence of the learner (e.g. for AC2.1, AC2.4 and AC2.5) 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 the importance of confirming the purpose of the text and intended audience (AC1.1), how different speaking styles of those giving dictation can affect outputs (AC1.3) and the consequences of incorrect spelling, punctuation, grammar and sentence structure, and inaccurate content (AC1.4).

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 23:

Archive Information

Unit reference number: T/506/1865

Level: 2

Credit value: 3

Guided learning hours: 14

Unit type: Competence

Unit summary

Archiving doesn't sound very interesting, but you will learn it is becoming more important and more complex than ever. The major challenge behind archiving is to know what, when, where, and how often to archive.

Understanding procedures for managing and storing information is a crucial skill in business environments. With more and more recording of business documentation electronically, it is important that organisations have retention and archiving policies in place, as guidance to staff on storage time required for different documents and the methods to use.

There are also organisations who offer an archiving service and your employer may consider this to be the best method to use. When using an outside organisation, it is essential that there are procedures agreed to ensure all documents are kept secure when offsite and can be accessed when required.

In this unit you will learn that there will be some documents that will continue to be held as hard copies for legal requirements or because the business organisation you work for requires this to happen. It will be necessary for you to understand which archive method to use.

You will learn how to support managers to ensure that information can be retrieved quickly and efficiently whatever method is selected to archive it. There will be times when it is thought information is not needed any more and can be destroyed or deleted, so storage times should be included in the organisation's archive policy.

The organisation's archive policy should include all aspects of archiving information including methods used, organisational procedures for archiving, retrieving and deleting information, retention of documents, security and access to offsite archives.

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 archiving requirements	<ul style="list-style-type: none">1.1 Describe different ways of archiving information1.2 Describe how to retrieve archived information1.3 Describe organisational procedures for archiving, retrieving and deleting information1.4 Explain the importance of document retention policies to organisations'1.5 Describe the security and access requirements of offsite archives
2 Be able to archive information	<ul style="list-style-type: none">2.1 Confirm the information to be archived2.2 Identify the retention period post-archiving2.3 Archive information within the agreed timescale2.4 Keep archive records up-to-date and indexed2.5 Report problems to the right person2.6 Adhere to organisational policies and procedures, legal and ethical requirements when archiving information

AC1.1: Describe the different ways of archiving information

- *Different ways of archiving:* keeping hard copies in a filing cabinet/cupboard; using a Microfiche storage system; archiving electronically in addition to any electronic regular 'back-up' system; using an offsite archiving organisation (hard copies, scanning electronically)
- *Advantages and disadvantages:* time; space; cost; ease of retrieval

AC1.2: Describe how to retrieve archived information

- *How to retrieve archived information:* authorised staff given access; reason for retrieval needed; manager authorisation; record when documents were accessed and by whom; record when documents were returned and by whom

AC1.3: Describe organisational procedures for archiving, retrieving and deleting 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

- *Archiving:* organising and storing documents/data with the ability to retrieve documents if required at a later date
- *Retrieving:* removing information from archived storage system for a specific purpose during the retention period
- *Deleting:* permanently destroying documents/data that have been archived

AC1.4: Explain the importance of document retention policies to organisations

- *Importance of document retention policies to organisation:* limits security risks of unauthorised access to information/data; avoids damage to an organisation's business, e.g. competitors, related new product developments, costings; secures historical information/data; meets legal requirements

AC1.5: Describe the security and access requirements of offsite archives

- *Security and access requirements of offsite archives:* contract terms with offsite archive organisation, including confidentiality; secure collection and delivery arrangements; hard copy archiving, document scanning, file indexing, secure file destruction; Electronic/digital archiving, barcode scanning, secure retention and deletion procedures; recording systems and access arrangements; allocated account manager responsible for all the organisation's archived documentation/data

Information for tutors

Suggested resources

Books

Masanès J – *Web Archiving* (Springer-Verlag, 2006) ISBN 9783540233381

Williams C – *Managing Archives: Foundations, Principles and Practice* (Chandos Information Professional Series) (Chandos Publishing, 2006)
ISBN 9781843341123

Websites

www.digitalpreservation.gov/ – Library of Congress: digital preservation

www.digitalpreservation.gov/formats/ – Digital Formats Website: information about file formats for electronic archiving and their sustainability

www.pdm-archive.co.uk/off-site-document-storage/?gclid=CJi624S35b0CFbMftAodb2QA5w – Pinnacle Data Management: paper document archive storage

Assessment

This unit is internally assessed. 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

This unit must be assessed in the workplace in accordance with the Skills CFA Assessment Strategy for Business Administration, Customer Service and Management and Leadership 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.

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 archiving information. Archiving information can relate to electronic or paper-based.

The evidence from direct observation for learning outcome 2 could be supported by examining work products such as communication to colleagues, e.g. emails, archive records etc. – this provides further evidence to meet the requirements, for example AC2.1, AC2.4 and AC2.5. To achieve AC2.6, learners need to provide evidence of adhering to organisational policies and procedures, legal and ethical requirements when archiving information either through 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 and AC2.5.

Question and answer (Q&A) sessions could be used to corroborate the competence of the learner (e.g. for AC2.2, AC2.3, AC2.4, AC2.5 and AC2.6) 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 the importance of document retention policies to organisations' (AC1.4).

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 24:

Administer Human Resource Records

Unit reference number: T/506/1879

Level: 2

Credit value: 3

Guided learning hours: 28

Unit type: Competence

Unit summary

This unit gives you the opportunity to explore how records in an HR setting are administered. The role is key to the success of the HR section, very often the administrator in HR is the person who is responsible for ensuring all information is up to date and to ensure that any information inputted into an HR system or sent out to potential new staff is accurate and fit for purpose. The role requires the administrator to be very organised and disciplined.

In this unit you will learn how to work to organisational policies and procedures in terms of keeping and maintaining up to date records of staff in your organisation. You will also learn about the implications of not keeping up to date records and what the consequences would be if this were the case. You will learn about confidentiality and the key legal issues surrounding this as well as ensuring that confidentiality is maintained at all times.

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 administration of human resource (HR) records	<ul style="list-style-type: none">1.1 Explain what HR-related information needs to be kept and why1.2 Explain the relationship of HR to other parts of an organisation1.3 Describe the impact of other organisations on HR activities1.4 Describe the features and uses of organisational systems for managing human resource information1.5 Explain the requirements of confidentiality, data protection and system security1.6 Describe the information to be provided for different management reports1.7 Explain the limits of their own authority in administering HR records1.8 Explain the implications of not keeping HR records up-to-date1.9 Explain the actions to be taken in the event of problems arising or incomplete or inaccurate data
2 Be able to administer HR information	<ul style="list-style-type: none">2.1 Keep HR records up-to-date2.2 Process data in accordance with organisational procedures2.3 Provide information within the limits of confidentiality2.4 Adhere to organisational policies and procedures, legal and ethical requirements

AC1.1: Explain what HR-related information needs to be kept and why

- *HR-related information that needs to be kept:* documents relating to employees, e.g. contract of employment, interview and appointment details, personal information, medical or disability information is applicable; completed staff appraisal forms; salary information; pension information; certificates and qualifications held by staff; information requested by regulatory bodies, e.g. CRB/DB checks, copy of passport/birth certificate; staff training records, CPD
- *Why is the information kept:* to meet legal requirements and internal procedures

AC1.2: Explain the relationship of HR to other parts of an organisation

- *Relationship with other parts of an organisation:* advisory, e.g. in the case of grievances raised; supportive, e.g. taking notes at a disciplinary meetings, attending interviews with potential new staff, supporting the recruitment and selection process; the first point of contact for all aspects of staffing of the business; supporting the recruitment and selection process, e.g. organising interviews and sending out key documents and communications to potential new staff; advising on key aspects of employment law as required; keeping staff records up to date

AC1.3: Describe the impact of other organisations on HR activities

- *Impact of other organisations:* changes by government, e.g. minimum wage change, changes in employment legislation; trade unions; professional bodies; government guidelines on minimum standards of qualification required within particular professions, e.g. teaching, nursing, care home staff

AC1.4: Describe the features and uses of organisational systems for managing human resource 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

AC1.5: Explain the requirements of confidentiality, data protection and system security

- *Requirements of confidentiality, data protection, system security:* keep sensitive information about employees locked in cabinets; limit access to electronic records, e.g. give permissions to particular staff only; keep information for a certain amount of time; distribute information to authorised recipients only

AC1.6: Describe the information to be provided for different management reports

- *Information to be provided for different management reports:* staff retention; staff sickness; headcount; costs associated with staff, e.g. salaries, tax, NI; overtime hours/payments

AC1.7: Explain the limits of their own authority in administering HR records

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

AC1.8: Explain the implications of not keeping HR records up-to-date

- *Implications:* salaries not being processed at the correct time; key information sent out to employees homes may go to the wrong address if the records are inaccurate

AC1.9: Explain the actions to be taken in the event of problems arising or incomplete or inaccurate data

- *Actions to take:* gather the correct information; create an action plan to correct errors; brief HR staff; schedule training on the systems in place

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

This unit is internally assessed. 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

This unit must be assessed in the workplace in accordance with the Skills CFA Assessment Strategy for Business Administration, Customer Service and Management and Leadership 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.

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 administering human resource records.

The evidence from direct observation for learning outcome 2 could be supported by examining work products such as records and communication to colleagues, e.g. emails, etc. – this provides further evidence to meet the requirements, for example AC2.1 and AC2.3. To achieve AC2.4, learners need to provide evidence of adhering to organisational policies and procedures, legal and ethical requirements either through checklists or completed forms. Witness testimony could be used to support the evidence from direct observation for this assessment criterion as well as for AC2.2 and AC2.3.

Question and answer (Q&A) sessions could be used to corroborate the competence of the learner (e.g. for AC2.2, AC2.3 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 what HR-related information needs to be kept and why (AC1.1), the relationship of HR to other parts of an organisation (AC1.2), the requirements of confidentiality, data protection and system security (AC1.5), the limits of their own authority in administering HR records (AC1.7), the implications of not keeping HR records up-to-date (AC1.8) and the actions to be taken in the event of problems arising or incomplete or inaccurate data (AC1.9).

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 25: 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	<ul style="list-style-type: none">1.1 Explain the requirements for language, tone, image and presentation for different documents1.2 Explain how to integrate images into documents1.3 Describe how corporate identity impacts upon document production1.4 Explain the requirements of data protection, copyright and intellectual property legislation relating to document production1.5 Describe organisational procedures for version control1.6 Describe security requirements relating to document production
2 Be able to prepare business documents	<ul style="list-style-type: none">2.1 Identify the purpose, audience, content, style, format and deadlines of a document2.2 Use document production resources in line with organisational guidelines2.3 Use correct grammar, spelling, punctuation and sentence structure2.4 Produce documents that meet the requirements within the agreed timescale
3 Be able to distribute business documents	<ul style="list-style-type: none">3.1 Provide final documents in the appropriate medium for authorised readers3.2 Specify restrictions and distribution lists in accordance with the requirements3.3 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

This unit is internally assessed. 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

This unit must be assessed in the workplace in accordance with the Skills CFA Assessment Strategy for Business Administration, Customer Service and Management and Leadership 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.

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 question and answer (Q&A) sessions. 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 AC2.4). Witness testimony could be used to confirm consistent performance as well as provide supporting evidence AC2.4, AC3.1 and AC3.3.

Question and answer (Q&A) sessions 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.

Question and answer (Q&A) sessions 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. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 26: Produce Minutes of Meetings

Unit reference number: Y/506/1812

Level: 2

Credit value: 3

Guided learning hours: 13

Unit type: Competence

Unit summary

Taking minutes at meetings is a responsible support role and it is important that minutes are recorded accurately.

In this unit you will learn about the different types of meetings, the records that are needed to meet legal requirements and the different procedures involved. You will also have the opportunity to develop the skills involved in producing minutes of meetings.

There are specific procedures that have to be followed before, during and after meetings, including accurate note taking, summarising discussions, using listening skills, recording clear actions and collating all the information in order to prepare the final minutes. It is also important to maintain confidentiality of meetings, discussions and actions.

You will be able to put this knowledge and understanding into action by taking on the role of a minute taker to produce minutes of meetings.

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 take minutes of meetings	<ul style="list-style-type: none">1.1 Explain the purpose of different types of minutes and other meeting records1.2 Explain the legal requirements of formal minutes1.3 Describe organisational conventions for producing minutes1.4 Describe the responsibilities of the minute taker in a meeting1.5 Explain why it is important to maintain confidentiality of meetings, discussions and actions1.6 Explain why it is necessary to record who proposed and seconded suggestions and changes
2 Be able to take notes of meetings	<ul style="list-style-type: none">2.1 Take accurate notes of the attendance, proceedings, areas of discussion and agreed actions of meetings2.2 Record allocated responsibilities for agreed actions
3 Be able to produce minutes of meetings	<ul style="list-style-type: none">3.1 Transcribe notes accurately into meeting minutes using correct language, grammar, punctuation and sentence structure and in the agreed style3.2 Include agreed attachments or appendices3.3 Obtain approval for the final documents3.4 Distribute minutes to the agreed distribution list3.5 Maintain the requirements of confidentiality

AC1.1: Explain the purpose of different types of minutes and other meeting records

- *Meeting records:* agenda; minutes; meeting notes; related documentation
- *Purpose of formal meetings minutes:* records motions made and actions taken by members; evidence that actions were taken in accordance with procedures; protect the organisation and people who participate in the meeting; provide stakeholders with information; formal record for absentees; clarity of actions if challenged
- *Purpose of informal meetings minutes and meeting records:* informing targeted deadlines progress; information updating general and company strategies; product development updates

AC1.2: Explain the legal requirements of formal minutes

- *Content of formal minutes:* title of meeting or meeting number; date, time and location; numbers present; proxy voters; names of attendees; confirmation of quorum; detail of actions taken; details of resolutions made; names of nominator and seconder; voting outcomes; any other matters
- *Circulation of minutes:* circulated in stipulated; timely approval; signed by chairperson

AC1.3: Describe organisational conventions for producing minutes

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 guidelines for producing minutes include:* structure the minutes in an acceptable format or organisational house style; present the information according to type of minutes required; use professional language, correct tone and grammar; use past tense; limit the use of the passive voice; write in the third person; check minutes for accuracy

AC1.4: Describe the responsibility of the minute taker in a meeting

- *Responsibility:* clarifying points with the Chairperson; summarising discussions and recording accurate actions; record proposer and seconder of motions; recording attendance, late arrivals and early departures; recording outcomes of voting; check each agenda item is being covered; confirm quorum present; alert to confidential items

AC1.5: Explain why it is important to maintain confidentiality of meetings, discussions and actions

- *Possible confidential information discussed:* organisational strategies; organisation's finances or manufacturing processes; potential customers; new products services being developed
- *Importance:* avoid loss of competitive edge; avoid risks to important commercial interest; encourages open discussion and unity at meetings; comply with data protection regulations; to avoid conflict among staff

AC1.6: Explain why it is necessary to record who proposed and seconded suggestions and changes

- *Key terms:* motion; proposer; seconder; resolution
- *Documenting who proposed, seconded and changes:* written documentation if contested; record of change is available

Information for tutors

Suggested resources

Books

Lapsley A – *Business & Administration Student Handbook Level 2* (CFA, 2010)
ISBN 9780956773807

Websites

www.bing.com/search?q=meeting+minutes&form=HPNTDF&pc=HPNTDF&src=IE-SearchBox – Bing: information on taking minutes and other procedures

www.skillsca.org – Skills CFA: Sector Skills Council for Business Administration

Assessment

This unit is internally assessed. 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

This unit must be assessed in the workplace in accordance with the Skills CFA Assessment Strategy for Business Administration, Customer Service and Management and Leadership 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.

This unit can be assessed holistically with other units within the qualification such as: *Provide Administrative Support for Meetings, Produce Business Documents and Communication in a Business Environment*.

The minutes to be produced can relate to formal or informal meetings and can be distributed either electronically or manually.

The primary source of evidence for demonstrating achievement of learning outcome 2 is a combination of direct observation of the learner engaging in meetings, where permitted, and examination of related work products, i.e. notes taken of the observed meetings. The notes of the meetings should be reviewed by the assessor to judge the accuracy against the meetings proceedings. If unable to observe the learner in meetings then it may be necessary to use question and answer (Q&A) sessions and witness testimony to support the work product evidence.

The primary source of evidence for demonstrating achievement of learning outcome 3 is a combination of examination of the learner's work products and witness testimony. Examples of the learner's work products could include, draft minutes, final approved minutes and records of related communications, e.g. email used to circulate minutes – this would provide evidence for AC3.1, AC3.2, AC3.3 and AC3.4. The assessor needs to review the minutes produced to confirm use of correct language, grammar, punctuation and sentence structure. Witness testimony could be used to provide supporting evidence for AC3.1, AC3.3, AC3.4 and AC3.5. If necessary, Q&A can be used to fill gaps on evidence; for example, the learner could be asked to describe how they have maintained the confidentiality of meeting proceedings. This would also lead to meeting the assessment requirements for AC1.5.

Question and answer (Q&A) sessions 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 be asked to describe their responsibility as minute taker in relation to the meeting notes they produced; the meeting notes they produced could be used to support this. This links AC1.4 to AC2.1. A similar approach could also be taken for AC1.6 and AC1.3. 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 assessment requirements. For example, the learner needs to explain the legal requirements of formal minutes both in terms of content and circulation; they need to detail at least four content requirements (AC1.2).

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

Unit 27:

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	<ul style="list-style-type: none">1.1 State an organisation's procedures for dealing with visitors1.2 Describe the standards of personal behaviour and presentation that an organisation should expect from staff that meet and welcome visitors1.3 Identify any organisational health, safety and security requirements relevant to visitors1.4 Describe what to do and who to contact when problems with visitors arise
2 Be able to meet visitors in a business environment	<ul style="list-style-type: none">2.1 Welcome visitors politely in accordance with organisational standards2.2 Confirm the identity of visitors and the reasons for their visit2.3 Check that any health, safety and security actions are carried out2.4 Record visitors' arrival and departure in accordance with organisational procedures2.5 Inform those who are being visited of the arrival of their visitor(s) in accordance with organisational standards2.6 Present a positive personal image in accordance with organisational standards

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

www.skillsca.org – Skills CFA: The Sector Skills Council for Business and Administration

Assessment

This unit is internally assessed. 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

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 for Business Administration, Customer Service and Management and Leadership 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 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.

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

Unit 28:

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	<ul style="list-style-type: none">1.1 State health and safety responsibilities of employers1.2 State their own responsibilities for health and safety in the business environment1.3 State the occupational health and safety guidelines to be followed when using a keyboard and visual display unit1.4 Explain the importance of complying with health and safety requirements
2 Know how to work in a safe way in a business environment	<ul style="list-style-type: none">2.1 Identify possible health and safety hazards in the business environment2.2 Describe ways in which accidents can be avoided in the business environment2.3 Outline why it is important to report hazards and accidents that occur in the business environment2.4 Outline organisational emergency health and safety procedures
3 Be able to comply with health and safety requirements in a business environment	<ul style="list-style-type: none">3.1 Use approved techniques to prevent strain or injury when carrying out work activities3.2 Take action to ensure that their own conduct does not endanger others3.3 Follow manufacturers or organisational instructions for the use of equipment, materials and products3.4 Follow organisational procedures and legal requirements to minimise risks to health and safety

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 health and safety 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, e.g. 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

ERR Workbook from CFA

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

Assessment

This unit is internally assessed. 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

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 for Business Administration, Customer Service and Management and Leadership 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: *Using Email, 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) sessions 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 29:

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	<ul style="list-style-type: none">1.1 Outline how a caller's experiences affect their view of an organisation1.2 Outline organisational standards and procedures for communicating on the telephone1.3 State the importance of following organisational standards and procedures when making and receiving telephone calls1.4 State organisational fault reporting procedures1.5 Describe why it is important to follow security and data protection procedures when using a telephone system1.6 State the information to be given out when transferring calls, taking or leaving messages1.7 State organisational guidelines for deleting voicemail messages
2 Be able to make telephone calls	<ul style="list-style-type: none">2.1 Identify the reason for making a call2.2 Obtain the name and number(s) of the person to be contacted2.3 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 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.chalkface.com – Chalkface project: worksheets on practical communication skills for the workplace

www.skillsca.org – Skills CFA: The Sector Skills Council for Business and Administration

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

This unit is internally assessed. 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

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 for Business Administration, Customer Service and Management and Leadership 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 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.

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

Unit 30: Contribute to the Development and Implementation of an Information System

Unit reference number: **A/506/1916**

Level: 3

Credit value: 6

Guided learning hours: 21

Unit type:	Competence
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Unit summary

Businesses and organisations use a variety of information systems to support processes needed to carry out their business functions. Each system has a particular purpose or focus that will require regular analysis and review to ensure it continues to meet the changing needs of the business and its stakeholders. This unit is about your contribution to the development and implementation of an information system that will meet identified needs in a business environment.

In this unit you will learn how an organisation uses information to meet the needs of internal functional areas as well as stakeholders. You will develop skills to analyse business requirements and make constructive contributions to development solutions to meet business needs. You will be required to demonstrate your awareness of system users and the most appropriate information systems to meet business and information requirements. You will explore budgets, functionality and security of a range of information systems and contribute to making informed decisions based on systems analysis activities. You will be following information system development projects through to implementation and using test results to make recommendations for further systems developments.

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 design and implementation of an information system	<ul style="list-style-type: none">1.1 Explain the types of information to be managed by a system1.2 Explain how information will be used and by whom1.3 Explain who needs to be consulted in the design and implementation of an information system and why1.4 Explain the impact of legal and organisational security and confidentiality requirements for the design and implementation of an information system
2 Be able to contribute to the development of an information system	<ul style="list-style-type: none">2.1 Confirm the purpose, use and features of an information system2.2 Identify the information that will be managed by the system2.3 Confirm requirements for reporting information2.4 Recommend the functions that will be used to manipulate and report information2.5 Develop guidance for the use of an information system that is accurate and easy to understand2.6 Recommend user access and security levels for the information system2.7 Make contributions to the development of an information system that are consistent with business objectives and values and within budgetary constraints2.8 Participate in system tests in accordance with the specification

Learning outcomes	Assessment criteria
<p>3 Be able to contribute to the implementation of an information system</p>	<p>3.1 Implement the information system in accordance with the plan, minimising disruption to business</p> <p>3.2 Confirm that staff are trained to use the system prior to its launch</p> <p>3.3 Resolve or report problems or faults with the information system within the limits of their own authority</p> <p>3.4 Adhere to organisational policies and procedures, and legal and ethical requirements in the implementation of an information system</p>

AC1.1: Explain the types of information to be managed by a system

- *Information systems:* management information systems
- *Information types:* marketing information, e.g. sales performance, competitor intelligence; financial information, e.g. financial costs, investment returns; human resources (HR) information, e.g. staffing, professional development; Customer Relationship Management information (CRM)
- *Information requirements:* internal and external information storage; information security; accuracy; relevance; outputs e.g. payroll, invoicing, ordering, bookings, stock control, personnel records, goods tracking, decision making, marketing, customer service
- *Ways of managing information:* people, e.g. users, stakeholders; process, e.g. flows, procedures, security, testing; technology, e.g. hardware, software, telecommunications; content, e.g. relevance, validity, level of detail, accuracy; risk; analysis; reporting; monitoring; reviewing

AC1.2: Explain how information will be used and by whom

- *Information system uses:* capture; transmit; store; retrieve; manipulate; display; distribution; analysis, e.g. strategic, tactical, operational
- *Functional areas of an organisation:* typical areas, e.g. finance, human resources, stock control, sales, marketing, research and development, production, distribution, customer service, administration
- *Information system users:* internal, e.g. system users, management, information system developers, technical support; external, e.g. customers, product suppliers, regulatory bodies

AC1.3: Explain who needs to be consulted in the design and implementation of an information system and why

- *Stakeholders:* internal, e.g. system users, management, information system developers, technical support; external, e.g. customers, product suppliers, regulatory bodies
- *Reasons for consultation:* agreeing system objectives, e.g. desired system outcomes, actual system outcomes; efficiencies, e.g. cost, time, resources; information handling, e.g. input, processing, output, reporting, analysis, storage; system operations, e.g. interfaces, logical processes, usability, technical support; predicting issues, e.g. hardware, software, people, processes, data; recommendations for improvement, e.g. resolving issues, system updates, system developments

AC1.4: Explain the impact of legal and organisational security and confidentiality requirements for the design and implementation of an information system

- *Design of an information system:* target audience; information requirements, e.g. input, output; hardware; software, e.g. language, bespoke, 'off the shelf'; telecommunications
- *Implementation of information system:* cost; impact on procedures; impact on staff, e.g. up skilling/training, dealing with redundancies, balancing core employees with contractors and outsourced staff, enabling home and remote working, dealing with impact of regular restructuring on staff; integration of legacy systems; system 'down time'; continuity of service; system testing
- *Legal requirements:* relevant and current legislation, e.g. Data Protection Act 1998, Freedom of Information Act 2000, Computer Misuse Act 1990
- *Ethical considerations:* codes of practice, e.g. use of email, internet, 'whistle blowing'; organisational policies; information ownership
- *Operational issues:* security of information; backups, e.g. hardware, peripherals, software, storage media, local storage, remote storage, cloud storage; organisational policies, procedures and processes; staff training
- *Implications of data protection:* access, e.g. login, passwords; information security, e.g. internal threats, external threats, data corruption; cost; reputation; effects on business sustainability
- *Managing security (risk):* cyber-crime, e.g. diverting financial assets, communications sabotage, intellectual property theft, denial of service attacks; preventive technologies, e.g. firewalls, access control methods, secure payment systems; disaster recovery procedures

Information for tutors

Suggested resources

Books

Bocij P, Greasley A and Hickie S – *Business Information Systems: Technology Development and Management for the E-Business* (4th edition) (FT Prentice Hall, 2008) ISBN 9780273716624

Chaffey D and White G – *Business Information Management* (2nd edition) (FT/Prentice Hall, 2010) ISBN 9780273711797

Lucey Y – *Management Information Systems* (9th edition) (Cengage Learning, 2005) ISBN 9781844801268

Websites

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

www.skillsca.org – Skills CFA: The Sector Skills Council for Business and Administration

Assessment

This unit is internally assessed. 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

This unit must be assessed in the workplace in accordance with the Skills CFA Assessment Strategy for Business Administration, Customer Service and Management and Leadership 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 requirements. Centres can adapt the guidance as appropriate for learners and the particular assessment context.

Assessors should ensure learners undertaking this unit, are able to demonstrate own contribution to the design and development of information systems in the scope of their role and responsibilities.

For learning outcome 1, assessors should expect more comprehensive evidence such as detailed written reflective accounts, well-planned professional discussions or embedded knowledge in competence evidence (providing command verbs have been met and evidence is sufficient) to meet the requirements of each knowledge assessment criterion.

Learners at this level could choose to present their findings and recommendations regarding information system effectiveness, design and development in a presentation. Where such presentations are a naturally occurring activity in the workplace, assessors can use direct observation to capture evidence of contributions in the form of meetings and communications with stakeholders. Information presented could be obtained to support evidence of direct observation where information presented is not commercially sensitive.

Learning outcomes 2 and 3 will require assessment over a period of time to capture evidence of individual contributions to the design and development of information systems through to implementation of information system solutions. Assessors could capture all or parts of the design, development and implementation processes depending on the complexities of the information system being designed or developed. Full assessment from end to end of specific projects could be difficult to achieve, and therefore is not expected.

Learners should be able to present naturally occurring evidence during the completion of this unit. Evidence from work products such as project plans, technical specifications and budgets should remain in its usual location and be signposted in records of assessment. Such evidence should be supported with additional assessment methods such as discussion, reflective account or direct observation to confirm relevance and how this evidence has been used to meet the requirements of assessment criterion.

Opportunities could arise to assess the design and development of information systems projects that have already commenced. This is permitted assessment practice providing system design and development commenced within an acceptable timescale to confirm currency. Validated discussions could be used to assess historical competences demonstrated by the learner where system design and development is still taking place.

Learners working at this level, designing and developing information systems can present detailed reflective accounts relating to competence demonstrated throughout a project. This evidence should be supported with clear timelines, project tasks, contributions, responsibilities and outcomes. Alternatively, project plans, implementation schedules, technical specifications and evidence of system monitoring, testing and review could be considered for assessment with effective use made of supportive or supplementary assessments to confirm relevance and competences demonstrated.

Assessors can access testimonies and statements from witnesses in the workplace who can confirm contributions of the learner to specific information systems projects.

Evidence of Recognition of Prior Learning (RPL) can be used in the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 31:

Monitor Information System

Unit reference number: F/506/1917

Level: 3

Credit value: 8

Guided learning hours: 43

Unit type: Competence

Unit summary

Information is the most valuable resource that an organisation possesses. The effective gathering, protection, analysis, processing and dissemination of information is vital to the success of any organisation. As globalisation and the 24-hour economy develop and increase, organisations must ensure that their information systems are effective, reliable, efficient and able to cope with rapid change.

Organisations whose information systems previously dealt purely with data processing have now introduced systems to support strategic management and decision-making. Managers at all levels need appropriate and timely information to plan successfully in the short, medium and long term, and that information can have many sources and destinations. As organisations diversify and centralise information also needs to be available to non-managerial staff in a variety of locations.

In this unit you will learn the importance and benefits of monitoring information systems, and recognise methods and techniques that support information system monitoring activities within a business environment. You will demonstrate a range of problem-solving skills needed to investigate, analyse and evaluate information systems in order to resolve system and system user problems before developing and implementing appropriate solutions to the identified problems. You will actively contribute to the development and improvement of information systems and their use based on results of monitoring activities. You will be required to work with stakeholders to improve effectiveness of information input and output within the business environment. You will learn about the potential consequences of inaccurate or unsubstantiated information and breaches of confidentiality for individuals, teams and organisations.

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 information systems are used	<ul style="list-style-type: none">1.1 Explain how the intended use of reports affects the choice of format and language1.2 Explain how the audience of reports affects the choice of format and language1.3 Explain the features of different problem-solving techniques related to information systems1.4 Evaluate the suitability of possible problem-solving actions related to information systems1.5 Explain techniques to validate the reliability of information1.6 Analyse the suitability of different evaluation techniques related to information systems1.7 Assess the potential consequences of breaches of confidentiality1.8 Evaluate the potential consequences of publishing reports containing inaccurate or unsubstantiated information

Learning outcomes	Assessment criteria
<p>2 Be able to monitor information systems</p>	<p>2.1 Develop a plan to monitor information systems that specifies objectives, scope, timescale, resource implications, the techniques to be used and reporting requirements</p> <p>2.2 Carry out monitoring activities in accordance with the plan</p> <p>2.3 Provide training and support to system users that is appropriate to their needs</p> <p>2.4 Identify the cause of problems with an information system</p> <p>2.5 Suggest solutions to problems with an information system</p> <p>2.6 Recommend adaptations to the system in response to identified problems or developments</p> <p>2.7 Adhere to organisational policies and procedures, and legal and ethical requirements when monitoring information systems</p>

AC1.1: Explain how the intended use of reports affects the choice of format and language

- *Intended uses of reports:* operational support, e.g. monitoring and controlling activity; analysis to identify patterns or trends; decision making, e.g. operational, tactical, strategic; gaining commercial advantage, e.g. getting the desired results
- *Format:* media, e.g. paper based, electronic, web-based; presentation, e.g. list, tabular, summary, graphical; branding
- *Language:* relevance of information; terminology; organisation communications protocols

AC1.2: Explain how the audience of reports affects the choice of format and language

- *Audience:* internal, e.g. immediate team, other teams, management; external, e.g. customers, suppliers, regulatory bodies

AC1.3: Explain the features of different problem-solving techniques related to information systems

- *Problem-solving techniques:*
 - o Defining the problem: how to do this; the key processes involved, e.g. observation, data sampling, staff reporting
 - o Root causes of information system problems: hardware, e.g. reliability, performance, speed, accessibility; software, e.g. operating systems, applications, compatibility; communications, e.g. networks, telecommunications; information sources, e.g. validity, reliability, relevance, currency; data input, e.g. accuracy, format, language; data manipulation, e.g. queries, formulae, filters; data output, e.g. reporting, presentation, communication; users, e.g. capability, system knowledge, productivity
 - o Alternative solutions: re-run of data; alternative processes; system repair; system development
 - o Evaluation of alternatives: suitability; advantages; disadvantages; cost; conclusion; decision
 - o Best solutions: reason for this decision; consultation
 - o Action planning: informal, e.g. discussion; formal, e.g. project plan
 - o Implement solutions: issuing instruction; allocation of responsibilities; monitoring progress; confirming completion
 - o Evaluate solutions: system testing; system interrogation; data analysis; observation

AC1.4: Evaluate the suitability of possible problem-solving actions related to information systems

- *Problem solving actions:* system repair; system upgrade; system development; data validation; user training; alternative sources
- *Suitability criteria:* budgets; effectiveness, e.g. usability, functionality, output; technology, e.g. hardware, software, telecommunications; capacity, e.g. storage, memory; staff, e.g. capabilities, training requirements; environment; legal and ethical restrictions; product and/or service suppliers; customers and stakeholders; timeliness of solution

AC1.5: Explain techniques to validate the reliability of information

- *Reliability of information:* sources; collection; input; accuracy; relevance; currency
- *Techniques:* verification, e.g. onscreen prompts, dual input; validation, e.g. presence check, type check, length check, range check, format check, parity check

AC1.6: Analyse the suitability of different evaluation techniques related to information systems

- *Information system effectiveness parameters:* system objectives, e.g. desired outcomes, actual outcomes; efficiencies, e.g. cost, time, resources; handling information, e.g. input, processing, output, reporting, storage; system operations, e.g. interfaces, usability, technical support; issues, e.g. hardware, software, processes, data; recommendations for improvement, e.g. resolving issues, system updates, system developments
- *Evaluation techniques:* action research; benchmarking; counts; focus groups; impact assessment; pre-post testing; interviews
- *Suitability:* time; expected outcomes; environment; users

AC1.7: Assess the potential consequences of breaches of confidentiality

- *Confidentiality breaches:* unlocked systems; lost or stolen laptops; lost or stolen USB/flash drives; accessing information without permissions; unencrypted data; incorrect recipients; unsecured protocols (FTP); unsecure disposal of documentation; information disclosure
- *Potential consequences:* loss of stakeholder trust; damage to reputation; risk to business sustainability; lawsuit damages; criminal charges; identity theft

AC1.8: Evaluate the potential consequences of publishing reports containing inaccurate or unsubstantiated information

- *Inaccurate or unsubstantiated information:* errors; omissions; information integrity
- *Potential consequences:* mistrust; stakeholder satisfaction; bad or delayed decisions; reduced revenue; reduced throughput; tarnished reputation

Information for tutors

Suggested resources

Books

Bocij P, Greasley A and Hickie S – *Business Information Systems: Technology Development and Management for the E-Business* (4th edition) (FT Prentice Hall, 2008) ISBN 9780273716624

Borek A et al – *Total Information Risk Management: Maximising the Value of Data and Information Assets* (Morgan Kaufmann, 2013) ISBN 9780124055476

Brockman J – *Thinking: The New Science of Decision-Making, Problem-Solving and Prediction* (Harper Perennial, 2013) ISBN 9780062258540

Chaffey D and White G – *Business Information Management* (2nd edition) (FT/Prentice Hall, 2010) ISBN 9780273711797

Websites

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

qualifications.pearson.com/qualifications – Pearson qualifications: provide guidance for Wider Key Skills, in particular problem solving

www.skillsfca.org – Skills CFA: The Sector Skills Council for Business and Administration

Assessment

This unit is internally assessed. 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

This unit must be assessed in the workplace in accordance with the Skills CFA Assessment Strategy for Business Administration, Customer Service and Management and Leadership 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 requirements. Centres can adapt the guidance as appropriate for learners and the particular assessment context.

Assessors should ensure learners undertaking this unit are able to demonstrate monitor, review and development of information systems within the scope of their role and responsibilities.

Learners working with complex information system monitoring projects at this level could present detailed reflective accounts relating to competence demonstrated throughout a project. This should include clear timelines, project tasks, responsibilities and outcomes. Alternatively, work products such as project plans, implementation strategies, technical specifications and evidence of system monitoring, review and evaluation could be considered for assessment. Learners should make effective use of supportive or supplementary assessments such as discussion, reflective account or direct observation to confirm relevance and demonstration of knowledge and competence against the requirements of the assessment criteria.

Learners should be able to evidence naturally occurring evidence during completion of this unit. Work product evidence such as system operating procedures and training materials, should remain in its usual location and be signposted in records of assessment.

Learners could present their findings and recommendations regarding information system effectiveness and development in a presentation. Where such presentations are a naturally occurring activity in the workplace, assessors could use direct observation to capture evidence of the communication and feedback provided to the organisation or stakeholders.

Learning outcome 1 requires learners to adhere to the use of advanced command verbs such as 'analyse' and 'evaluate'. Guidance may be needed to clarify requirements of command verbs before assessment activities are planned.

To meet the requirements of each knowledge assessment criterion in learning outcome 1, assessment methods could include the presentation of detailed written reflective accounts or well-planned professional discussions. For AC1.1 and AC1.2, evidence of work products relating to reporting of information could be used as the basis of discussions and learner-led evidence such as reflective accounts.

AC1.3 and AC1.4 may require learners to research problem-solving techniques and processes before identifying causes of problems (AC2.4) and suggesting solutions (AC2.5). Learners could provide evidence of work products that support the problem solving process, for example project plans and review documentation.

For AC1.5 and AC1.6, assessors must acknowledge that methods and processes can differ depending on the type of information systems learners have access to in their working environment. It should be encouraged that data validation and evaluation methods are contextualised with the systems familiar to the learner. Assessors could be presented with opportunities for direct observation where learners can demonstrate data validation through information systems monitoring activities (AC2.2).

This unit could provide opportunities for AC1.7 to be holistically assessed with AC2.7 providing both knowledge and competence have been sufficiently satisfied.

For AC1.8, evidence should include an evaluation of consequences that are contextualised with organisation systems and processes relating to data published. Assessors can accept reflective accounts where evaluations lead to conclusions that could be used to inform and improve practices and procedures.

Learning outcome 2 may require assessment over a period of time to capture all, or parts of information system monitoring activities demonstrated by the learner. The assessment period will depend on the complexities of individual information system projects, therefore it cannot be expected that assessment of specific projects from start to end will occur.

For AC2.3, assessors could be presented with evidence relating to training on information system processes or have the opportunity to observe the delivery of appropriate training to system users. Other valid evidence from work products to support AC2.3 could include system user guides, process flows or technical specifications that support learning and development of system users and improve effectiveness of information system activities.

For AC2.7, assessment will require existing understanding of relevant policies and guidance to confirm adherence to these. At this level, learners should be able to confirm these in the context of their role. Policies and guidelines could relate to communications protocols, branding of resources, quality control of developed resources or guidance on the use of audio-visual equipment or achieving business objectives and targets.

Opportunities could arise to assess information systems projects that have already commenced. This is permitted assessment practice providing system-monitoring activities and problem-solving processes have commenced within an acceptable timescale to confirm currency. Validated discussions could be used to assess historical competences demonstrated by the learner where system management is still taking place.

Evidence of Recognition of Prior Learning (RPL) can be used in the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 32:

Develop a Presentation

Unit reference number: K/506/1913

Level: 3

Credit value: 3

Guided learning hours: 11

Unit type: Competence

Unit summary

Whatever role you have within a business or the corporate world, presenting information clearly and effectively is an essential skill whenever you are informing, instructing or persuading an audience. 'Failing to prepare and therefore preparing to fail' is a situation to be avoided by anyone considering developing a presentation in a business environment. The success of your presentations is determined by how well you have prepared and developed the information you need to communicate or demonstrate.

In this unit you will learn how best to prepare and develop effective presentations. You will explore best practices and factors that need to be taken into account and consider how these can be applied to your presentation plans. You will make decisions and work with others to ensure your presentations achieve their intended objectives. You will learn about the advantages and disadvantages of using different methods for presenting information as well as the communication media you use. You will demonstrate your ability to plan, design, organise and prepare presentations to be delivered by yourself and others.

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 develop a presentation	<ul style="list-style-type: none">1.1 Explain best practice in developing presentations1.2 Explain who needs to be consulted on the development of a presentation1.3 Explain the factors to be taken into account in developing a presentation1.4 Analyse the advantages and limitations of different communication media
2 Be able to develop a presentation	<ul style="list-style-type: none">2.1 Identify the purpose, content, style, timing and audience for a presentation2.2 Select a communication media that is appropriate to the nature of a presentation, message and audience2.3 Tailor a presentation to fit the timescale and audience's needs2.4 Prepare a presentation that is logically structured, summarises the content and addresses the brief2.5 Take action to ensure that a presentation adheres to organisational guidelines and policies2.6 Develop materials that support the content of a presentation

AC1.1: Explain best practice in developing presentations

- *Presentations:* types, e.g. slideshow, practical demonstration, training, interview, pitching concepts and proposals
- *Best practices in developing presentations:* plan, e.g. define purpose, define presentation objective, understand audience, research topic; design, e.g. choose appropriate media, consider format, content, review against purpose and audience; organise and prepare, e.g. assess venue, review resources, review equipment to be used; practice, e.g. rehearse presentation, timings and transitions, review, amend and improve

AC1.2: Explain who needs to be consulted on the development of a presentation

- *Who needs to be consulted with:*
 - o Audience: invitation to presentation; resource and/or support needs; receipt of any pre-presentation materials
 - o Colleagues: line manager, e.g. pre-defined content, communication protocols, agreeing objectives; immediate colleagues, e.g. providing content, providing feedback
 - o Supporting functions: IT Department, e.g. providing audio visual equipment, telecommunications support; reprographics department, e.g. providing printed material and resources
 - o External stakeholders: venue; catering; guest speakers

AC1.3: Explain the factors to be taken into account in developing a presentation

- *Factors:*
 - Preparation: establishing purpose; setting objectives; audience; venue
 - Objectives: intended presentation outcomes, e.g. intended learning, intended understanding, intended actions to follow presentation
 - Audience: prior knowledge of topic; linking new material; winning them over
 - Venue: location; room arrangement; atmosphere; audio visual resources
 - Presentation remit/brief: presentation purpose; allotted time; specified format/style; content constraints
 - Choosing main points: structure; logic; coherence; linking statements
 - Supporting information: to add clarity; to explain complex terms; to remind audience of supporting theories; to add authority
 - Developing an opening: introduction; topic; objective; materials; intended outcome; expectations of the audience
 - Developing a conclusion: review objectives; summarise main points; summarise the process; conclusion drawn from main points; parting statement to stimulate thoughts of audience
 - Reviewing presentation: audience response; achievement of objectives; presentation structure; relevance of content and materials; appropriateness of length/timings

AC1.4: Analyse the advantages and limitations of different communication media

- *Communication Media:* verbal communication; written communication, e.g. slides, hand-outs; images, e.g. graphs, charts, diagrams; sound, e.g. audio clips, recordings; video, e.g. animations, embedded videos
- *Advantages and limitations:* audience, e.g. learning styles, ability; topic, e.g. appropriateness of media, validity, reliability; budget; audio visual equipment, e.g. availability, accessibility, telecommunications, power; written resources, e.g. production time, content, relevance, cost; verbal communication, e.g. effectiveness, direct communication, misinterpretation

Information for tutors

Suggested resources

Books

Harvard Business Review Press – *Developing a Business Case (Pocket Mentor)* (Harvard Business School Publishing, 2011) ISBN 9781422129760

Reynolds G – *Presentation Zen Design: Simple Design Principles and Techniques to Enhance your Presentation* (2nd edition) (New Riders, 2014) ISBN 9780321934154

Reynolds G – *Presentation Zen: Simple Ideas on Presentation Design and Delivery* (2nd edition) (New Riders, 2011) ISBN 9780321811981

Websites

www.office.microsoft.com/en-gb/powerpoint-help – Microsoft Office: guidance of effective use of Microsoft PowerPoint to develop and deliver presentations

www.skillsca.org – Skills CFA: The Sector Skills Council for Business and Administration

Assessment

This unit is internally assessed. 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

This unit must be assessed in the workplace in accordance with the Skills CFA Assessment Strategy for Business Administration, Customer Service and Management and Leadership 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 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: *Deliver a Presentation* and *Presentation Software*.

Learners undertaking this unit should be able to provide naturally occurring evidence of their competence to develop presentations in the context of their role, responsibilities and organisation. Evidence can be derived from activities including; the preparation of training sessions, staff briefings, presenting management information or pitching a concept or idea.

For learning outcome 1, assessors should ensure learners evidence full adherence of the use of command verbs such as “explain” and “analyse”. Guidance may be needed to clarify requirements of command verbs before assessment activities begin. Assessments should provide learners with the opportunity to respond appropriately to command verbs.

For AC1.1, AC1.2 and AC1.3, evidence satisfying the assessment criteria could take the form of a discussion where the learner describes best practices relating to different presentation methods (AC1.1), demonstrates understanding of the importance of consultations and with whom they would consult as part of the development process (AC1.2) and relate the different factors to the development of presentations (AC1.3).

Learners may be able to recall familiar best practices however, at this level it is expected that learners research a range of best practices to demonstrate breadth of knowledge.

Learners should relate their discussions to instances which occur naturally in their role and consider annotating work product to capture knowledge and understanding to satisfy these assessment criteria.

For learning outcome 2, learners could present evidence from the workplace, including research notes, presentation plans, email correspondence, draft documents or presentation materials to evidence their ability to plan, prepare and develop a presentation. Evidence of this nature should be supported with professional discussion, personal statements or witness testimonies to confirm both its relevance to this unit and competence that has been demonstrated by the learner which meets assessment criteria.

For AC2.1, learners could present a reflective account recounting their development of a presentation to meet a specific purpose, content, style, timing and audience.

For AC2.4 and AC2.5, assessors could have the opportunity to observe the learner consulting with others for the purpose of developing a presentation. Such consultations can be documented in an assessment record or recorded using audio-visual devices. This evidence could contribute to the achievement of AC2.4 and AC2.5, however, only as part of preparation activities and ensuring adherence to organisational guidelines and policies. Additional evidence would be required to demonstrate competence of wider preparation areas. AC2.5 requires Learners to adhere to organisational guidelines and policies when developing presentations. Assessment of this assessment criterion will require an existing understanding of relevant policies and guidance to confirm adherence to these. This understanding could be assessed via professional discussion.

Although a sound understanding of relevant organisational policies and guidelines is expected, documentation and information relating to these should remain in its usual location and be signposted in assessment records.

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

Unit 33:

Deliver a Presentation

Unit reference number: M/506/1914

Level: 3

Credit value: 3

Guided learning hours: 17

Unit type: Competence

Unit summary

Whatever role you have within a business or the corporate world, presenting information clearly and effectively is an essential skill whenever you are informing, instructing or persuading an audience. Business presentations take many forms. Some are formal with lots of detailed information. How do you make sure the audience doesn't get lost in the detail and lose focus on the overall message? Some are informal and the difficulty is controlling the cross-talk. What about the technical aspects? What will you do if the projector breaks down; do you have a contingency plan? The outcome you want is that when the audience leaves the venue, they will remember the information and be impressed with the overall presentation. This unit offers some guidelines on how to accomplish that purpose.

In this unit you will learn how to identify the most appropriate presentation methods and media through analysis of advantages and limitations. You will consider your audience and how they can affect your presentation delivery. You will demonstrate your ability to organise all aspects of a presentation including the venue, equipment and resources. You will consider the importance of developing contingency plans to overcome issues during delivery of the presentation. You will demonstrate your ability to engage an audience during presentations and address questions, queries and behaviours effectively.

You will explore a range of evaluation methods and apply these techniques in order to identify if outcomes of delivered presentations have been achieved and where improvements could be made to future presentations.

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 principles underpinning the delivery of presentations	<ul style="list-style-type: none">1.1 Analyse the advantages and limitations of different methods of, and media for, making presentations1.2 Explain how the type and size of the audience affects the delivery of a presentation1.3 Explain the factors to be taken into account in developing contingency plans when delivering presentations1.4 Explain voice projection and timing techniques when delivering presentations1.5 Explain the factors to be taken into account in responding to questions from an audience1.6 Explain different methods for evaluating the effectiveness of a presentation
2 Be able to prepare to deliver a presentation	<ul style="list-style-type: none">2.1 Confirm the layout of the venue and correct functioning of equipment and resources prior to making a presentation2.2 Develop contingency plans for potential equipment and resource failure2.3 Take action to ensure that the presentation fits the time slot available

Learning outcomes	Assessment criteria
3 Be able to deliver a presentation	<p>3.1 Speak clearly and confidently, using language that is appropriate for the topic and the audience</p> <p>3.2 Vary their voice tone, pace and volume appropriately when delivering a presentation</p> <p>3.3 Use body language in a way that reinforces messages</p> <p>3.4 Use equipment and resources effectively when delivering a presentation</p> <p>3.5 Deliver a presentation within the agreed timeframe</p> <p>3.6 Respond to questions in a way that meets the audience's needs</p> <p>3.7 Evaluate the effectiveness of a presentation</p>

Unit amplification

AC1.1: Analyse the advantages and limitations of different methods of, and media for, making presentations

- *Communication Media*: verbal communication; written communication, e.g. slides, hand-outs; images, e.g. graphs, charts, diagrams; sound, e.g. audio clips, recordings; video, e.g. animations, embedded videos
- *Advantages and limitations*: audience, e.g. learning styles, ability; topic, e.g. appropriateness of media, validity, reliability; budget; audio visual equipment, e.g. availability, accessibility, telecommunications, power; written resources, e.g. production time, content, relevance, cost; verbal communication, e.g. effectiveness, direct communication, misinterpretation

AC1.2: Explain how the type and size of the audience affects the delivery of a presentation

- *Presentations*: types, e.g. slideshow, practical demonstration, training, interview, pitching concepts and proposals
- *Audience size*: one to one; pairs; group, e.g. small, large; webinar, e.g. web-based delivery, unlimited in size
- *Delivery effects*: appropriate presentation type; appropriate communications media; content; delivery method and style; resource requirements; audience participation; technology; venue; length of presentation

AC1.3: Explain the factors to be taken into account in developing contingency plans when delivering presentations

- *Contingency plans*: definition; reasons for contingency plans; possible alternatives, e.g. back up files, hard copy resources, replacement technology; technical/non-technical assistance
- *Factors*:
 - o Information Technology: possible failure; availability of replacements
 - o Access to resources: corrupted or lost; accessibility of back up files
 - o Incorrect resources: wrong versions; missing information
 - o Presentation hand-outs and materials: incorrect number of copies
 - o Professional presentation behaviour: composure; respect
 - o Issues with venue: emergency evacuation; catering; room size and arrangement; lighting and ventilation
 - o Problems with audience: illness; emergencies; level of understanding; disruptive behaviour

AC1.4: Explain voice projection and timing techniques when delivering presentations

- *Voice projection techniques:* physical, e.g. posture, breathing, resonance; non-physical, e.g. relax, personality, passion
- *Timing techniques:* awareness of time limit; content planning, e.g. number of slides, complexity of information being presented; rehearsal of presentation timings; start on time; measure progress, e.g. timing check points; adjust if necessary; keep to plan

AC1.5: Explain the factors to be taken into account in responding to questions from an audience

- *Factors when responding to questions:*
 - o Planning: audience analysis, e.g. interest and concerns, anticipation of questions based on content; opportunities for questioning, e.g. during, after
 - o Understanding the question: listen carefully to full question; establish understanding before responding; seeking clarification
 - o Not knowing the answer: honesty; indicate when audience can expect a response
 - o Maintaining control: avoid side conversations during questions; repeat content if necessary; manage disruption
 - o Main questioner: actively include other attendees
 - o Irrelevant questions: keep discussion focussed on subject
 - o Hostile questions: stick to facts; find areas of agreement
 - o No questions asked: find subject/opinion that stimulates thought; opportunities for one to one questions afterwards

AC1.6: Explain different methods for evaluating the effectiveness of a presentation

- *Effectiveness of a presentation:* purpose and objectives met; level of audience understanding and response; clarity of presentation; quality of information and resources presented; appropriateness of content and level for audience; appropriateness of length; confidence of presenter; impact of environmental factors
- *Evaluation methods:* pre and post presentation testing; presenter review; self-assessment; group discussion; evaluations completed by attendees; monitoring of post-presentation actions

Information for tutors

Suggested resources

Books

Reynolds, G – *Presentation Zen Design: Simple Design Principles and Techniques to Enhance your Presentation* (2nd edition) (New Riders, 2014)
ISBN 9780321934154

Reynolds G – *Presentation Zen: Simple Ideas on Presentation Design and Delivery* (2nd edition) (New Riders, 2011) ISBN 9780321811981

Websites

www.office.microsoft.com/en-gb/powerpoint-help – Microsoft Office: guidance of effective use of Microsoft PowerPoint to develop and deliver presentations

www.skillsca.org – Skills CFA: The Sector Skills Council for Business and Administration

Assessment

This unit is internally assessed. 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

This unit must be assessed in the workplace in accordance with the Skills CFA Assessment Strategy for Business Administration, Customer Service and Management and Leadership 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 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: *Develop a Presentation and Presentation Software*.

Learners undertaking this unit should be able to provide naturally occurring evidence of their competence to deliver presentations in the context of their role, responsibilities and organisation. Evidence can be derived from activities including presentations associated with the delivery of training sessions, staff briefings, presenting management information or pitching a concept or idea.

In addition to assessment of presentations being delivered, learners are also required to capture evidence of preparations they make to ensure effective delivery of presentations. Assessors are encouraged to plan assessment of AC2.1 early into the unit, capturing the early stages of presentation preparation. Learners could have work products such as presentation plans, planning notes, internal or external correspondence or presentation materials that support achievement of this criterion, for example AC1.3 and AC2.2 (contingency planning).

Assessors should ensure the work products are sufficiently annotated, discussed or recorded in a reflective account to confirm its relevance and how it has been used to capture the knowledge and/or competence of the learner.

For learning outcome 1, assessors should ensure learners adhere to the use of command verbs such as 'explain' and 'analyse'. Guidance may be needed to clarify requirements of command verbs prior to assessment activities being planned.

Assessment of learning outcome 1 would best be through a reflective account providing the opportunity for the learner to link and apply their knowledge and understanding to their work activities in learning outcomes 2 and 3. For example learners could reflect on the advantages and limitations of the presentation method(s) used and how they could potentially improve on their use of the different methods in the future. Similarly, the learner could explain how they used the information about the type and size of the audiences in the planning and delivery of their presentations, and the voice projection and timing techniques used in their presentation delivery. The opportunity to obtain witness testimonies from presentation attendees could also be considered to validate this. AC1.5 should be considered when planning assessment of AC1.2 as there are likely to be clear links between the type of audience and the predicted audience questions.

Learning outcome 2 lends itself well to the use of work products, however assessors must judge whether evidence can contain confidential or commercially sensitive information, in which case, signposting of evidence is acceptable.

AC3.1, AC3.2, AC3.3, AC3.4 and AC3.5 should be achieved through the assessment of learners delivering presentation(s). It is recommended, where possible, to use direct observation and audio visual devices to capture the presentation. Where it is not possible to use direct observation, assessors could choose to interview attendees or encourage learners to present materials such as speaker notes, slideshows, hand-outs, post-presentation attendee evaluations and presentation planning notes for the purpose of assessment.

For AC1.6 and AC3.7, learners could consider providing a summative report to attendees and/or other relevant stakeholders based on feedback received during the evaluation process. Learners are encouraged to use feedback to suggest areas for presentation development and improvement.

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

Unit 34: **Analyse and Present Business Data**

Unit reference number: M/506/1945

Level: 3

Credit value: 6

Guided learning hours: 24

Unit type: Competence

Unit summary

In order to ensure a business' survival and growth it is essential for that business to manage information and data to identify past and current performance in order to predict and plan for the future. Analysing and presenting essential data will help to identify strengths and weaknesses, therefore informing decision-making and strategic planning. This provides the basis to support the achievement of business objectives.

In this unit, you will learn how to collect quantitative and qualitative data using primary and secondary sources. You will learn how to manipulate information using data management software to produce information in suitable formats to inform business decisions and future strategies.

You will use a range of IT tools to carry out research relevant to the requirements and objectives. You will organise and analyse data using a variety of techniques and methods including quantitative and qualitative analysis. You will check the accuracy of data, as this is essential to providing valid conclusions.

You will present your information using different formats and techniques that acknowledge the limitations of your analysis and reference your data sources.

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 analysis and presentation of business data	<ul style="list-style-type: none">1.1 Explain the uses and limitations of primary and secondary data1.2 Explain the uses and limitations of quantitative and qualitative data1.3 Evaluate the issues relating to the validity and reliability of data and its analysis1.4 Explain the use of IT tools to carry out research1.5 Assess the risks attached to making judgments based on limited or unrepresentative samples1.6 Assess the risks attached to generalizing research findings1.7 Explain different formats and techniques for the presentation of the analysis
2 Be able to analyse quantitative and qualitative business data	<ul style="list-style-type: none">2.1 Agree the parameters of the analysis2.2 Clarify any ethical requirements of the analysis2.3 Organise the data in a way that will facilitate its analysis2.4 Select valid and reliable data analysis methods and techniques that are appropriate to the data and analysis objectives2.5 Apply analytical techniques that are appropriate to the purpose of the research and the nature of the data2.6 Confirm the accuracy of data analysis and make necessary adjustments2.7 Draw conclusions that are valid and supported by evidence

Learning outcomes	Assessment criteria
3 Be able to present the analysis of business data	3.1 Present data in the agreed reporting format and house style 3.2 Acknowledge the limitations of the analysis 3.3 Reference data sources

AC1.1: Explain the uses and limitations of primary and secondary data

- *Primary data*: definition; examples of sources
- *Secondary data*: definition; examples of sources
- *Uses*: support operations; inform business decisions; benchmark performance; promote efficiency; develop competitive advantage; increase market share
- *Limitations*: accuracy and reliability of data; misinterpretations; bias; access and confidentiality; legal and regulatory issues, e.g. Data Protection Act 1998, Freedom of Information Act 2000, Computer Misuse Act 1990; timescale requirements; ethical issues; IT protocols, codes of practice from the Information Commissioner's Office (ICO)

AC1.2: Explain the uses and limitations of quantitative and qualitative data

- *Quantitative data*: information measured in numbers; sizes or percentages; amenable to statistical manipulation
- *Limitations of quantitative data*: see limitations in AC1.1
- *Qualitative data*: descriptive information; relates to the quality of a service or process; personal; subjective and open to interpretation
- *Limitations of qualitative data*: knowledge produced may not generalise to other settings; difficult to make quantitative predictions; more difficult to test hypotheses and theories with large participant pools; timescales involved in collecting data; ethical issues; subjectivity and bias
- *Uses of quantitative and qualitative data*: product development; human behaviour and capability; provide depth and detail; identify trends; to inform business decisions and marketing strategies

AC1.3: Evaluate the issues relating to the validity and reliability of data and its analysis

- *Validity*: unbiased; representative; verifiable
- *Reliability*: consistent; stable; dependable; plausible
- *Analysis*: qualitative and quantitative processing of data; examination of facts; patterns and trends
- *Issues relating to data validity and reliability*: accuracy and relevance of data; level of detail; trusted sources; ownership of data; currency of data; cost of data collection
- *Issues relating to data analysis*: purpose, scope and size of sample; validity and reliability of data; collection of data, limited or unrepresentative samples; validation of data; presentation of information; bias; errors in methodology used, e.g. insufficient statistical power, ignoring measurement error, performing multiple comparisons; interpretation problems, e.g. confusion over significance, precision and accuracy, causality, graphical representation

AC1.4: Explain the use of IT tools to carry out research

- *IT tools*: software, e.g. database, spreadsheet, analytical or bespoke software, management information system; functions, e.g. internet searches, online surveys; questionnaires; processes, e.g. coding, formulae, calculating mean, median and mode

AC1.5: Assess the risks attached to making judgments based on limited or unrepresentative samples

- *Risks*: sampling error, e.g. selection bias, random sampling error, measurement error; over coverage, under coverage; variability; recognise similarities, identify differences; bias

AC1.6: Assess the risks attached to generalizing research findings

- *Generalizing research findings*: inferring results from a small sample can be applied to an entire population
- *Risks*: inaccurate prediction of trends; inappropriate sample size; non-diverse sources; bias; transfer of data; narrow focus; reliability of findings, e.g. repeatability of findings, whether findings support the theory being tested

AC1.7: Explain different formats and techniques for the presentation of the analysis

- *Formats*: table; chart; graph; diagram; report; presentation; case study; scenario; screen-based; paper-based
- *Techniques*: software manipulation; ratios; percentages; predictive modelling

Information for tutors

Suggested resources

Books

Alexander M and Walkenbach J – *Excel Dashboards and Reports* (2nd edition) (John Wiley & Sons, 2013) ISBN 9781118490426

Anderson K et al – *BTEC Level 3 National IT Student Book 1: Student Book 1 (BTEC National for IT Practitioners)* (1st edition) (Pearson, 2010) ISBN 9781846909283

Bevan J, Dransfield R, Goymer J and Richards C – *BTEC Level 3 National Business Student Book 1 (Level 3 BTEC National Business)* (Edexcel, 2010) ISBN 9781846906343

Krieger S – *Documents, Presentations, and Workbooks: Using Microsoft Office to Create Content that gets Noticed* (Microsoft Press, 2011) ISBN 9780735651999

Kupersmith K, Mulvey P and McGoeys K – *Business Analysis for Dummies* (John Wiley & Sons, 2013) ISBN 9781118510582

Nelson E C and Nelson S L – *Excel Data Analysis for Dummies* (2nd edition) (John Wiley & Sons, 2014) ISBN 9781118898093

Websites

www.bized.co.uk/timeweb – Business education: teaching and learning source relating to data handling

www.businessballs.com – Businessballs: personal and professional development learning resources

www.computerweekly.com – Computer Weekly: online information for IT users

www.ico.org.uk – Information Commissioner's Office: guide to data requirements, obligations and sharing

www.office.microsoft.com – Microsoft Office: tools and support for Microsoft Office users (PC or Mac)

www.ons.gov.uk – Office for National Statistics: providing statistics relating to the economy, population and society

Assessment

This unit is internally assessed. 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

This unit must be assessed in the workplace in accordance with the Skills CFA Assessment Strategy for Business Administration, Customer Service and Management and Leadership 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 requirements. Centres can adapt the guidance as appropriate for learners and the particular assessment context.

Possible sources of evidence for demonstrating achievement of this unit could be through direct observation, professional discussion or review of work products relating to the analysis and presentation of business data. A holistic approach to assessment is recommended. Assessors are encouraged to leave evidence in its usual location (with appropriate signposting) due to potential commercial sensitivity of information.

For learning outcome 1, reflective accounts could be used to supplement other evidence to demonstrate the achievement of the knowledge-based criteria. Learners could provide examples of the types of data they analyse and their sources (AC1.1 and AC1.2). They could identify the risks involved with the collation of business data and risks involved in the analysis (AC1.5 and AC1.6), confirming how they check validity and reliability of information, based on specific sampling strategies (AC1.3). Learners could explain the techniques involved in presenting data and the reason for the choice of format (AC1.7).

The evidence from direct observation in learning outcomes 2 and 3 could be supported by examining work products such as original data sources, evidence of analysis and checking accuracy of data, spreadsheets, databases, tables, graphs, charts, diagrams, presentations, reports, case studies and scenarios. Evidence should acknowledge data sources.

A diary or reflective account could be used to document own role, responsibilities and skills. The assessor will need to ensure that the content of the diary or account captures the requirements of the assessment criteria. The diary or account could be used to document the parameters of the analysis, analytical techniques used and how the data was checked to ensure accuracy. The document could also confirm the reporting style format and house style.

For AC2.1, AC2.4, AC3.1 and AC3.2 witness testimony could be used to support the evidence from direct observation and work products.

For AC 2.2, AC2.3, AC2.4, AC2.5, AC2.6, AC2.7, AC3.1 and AC3.2 professional discussion or question and answer (Q&A) sessions could be used to corroborate the competence of the learner. Similar assessment methods could also provide evidence at the cognitive level required to satisfy the breadth and depth of the level and demand of the assessment criteria in learning outcome 1.

Evidence of Recognition of Prior Learning (RPL) can be used in the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 35:

Maintain and Issue Stationery and Supplies

Unit reference number: Y/506/2295

Level: 2

Credit value: 3

Guided learning hours: 18

Unit type: Competence

Unit summary

All businesses need stationery supplies for effective functional operations, which are purchased from external suppliers. It is critical for organisations to select appropriate suppliers based on type of item, quality, appropriate delivery frequency, order quantities and cost.

In this unit you will learn about the benefits gained, as well as some limitations, to contracting more than one supplier for an item or items.

It is usual practice for organisations to have a Purchasing Policy which contains procedures and staff responsibilities to ensure expenditures made are cost effective. You will learn how important these are to the efficient management of stationery supplies.

Whether a small or a large organisation, stationery stock checks are important to maintain supplies and to re-order in time to replace used stock. You will learn how to calculating and re-order quantities, while taking into consideration any quantity discounts before final orders are placed. Careful checks need to be made when deliveries arrive and you will learn how to deal with any problems that occur.

You will also have the opportunity to keep records of stationery supplies in your work environment, maintain stock control systems, place new orders and deal with any problems as they arise. The organisation's procedures should be followed but you will be able to make suggestions you think will improve how stock is received and issued.

Although organisations are moving towards a paperless office, most still have paper waste which needs to be disposed of confidentially or recycled. You will learn how this is managed.

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 maintenance of stationery and supplies	<ul style="list-style-type: none">1.1 Describe organisational policies, procedures and levels of authority in maintaining supplies1.2 Explain how to carry out a stock check of stationery1.3 Describe the types of problems that may occur with deliveries and stock items1.4 Explain how to deal with problems that occur with deliveries and stock items1.5 Explain the factors to take into account when ordering stationery1.6 Explain the benefits and limitations of different potential suppliers, against organisational requirements1.7 Explain how to calculate quantities of stationery and supplies to be ordered1.8 Describe how to dispose of or recycle waste
2 Be able to maintain stocks of stationery and supplies	<ul style="list-style-type: none">2.1 Maintain stocks of stationery and supplies at the required levels2.2 Maintain the requirements of storage and security2.3 Carry out stock checks in accordance with organisational policies and procedures2.4 Chase up late or incorrect orders with suppliers

Learning outcomes	Assessment criteria
<p>3 Be able to issue stock of stationery and supplies</p>	<p>3.1 Issue stationery and supplies in accordance with organisational requirements</p> <p>3.2 Maintain up-to-date records of stock issued, received and in storage</p> <p>3.3 Deal with unwanted or damaged stationery and supplies safely</p> <p>3.4 Recommend ways in which the system for receiving and issuing stock could be improved</p>

Unit amplification

AC1.1: Describe organisational policies, procedures and levels of authority in maintaining supplies

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: Explain how to carry out a stock check of stationery

- *Manual checks:* physical checks; stock in; stock out; balance; all dated
- *Item re-order level:* checked to see if balance is below the re-order level and replacement stock required
- *Electronic recording:* scanning barcodes on items not used; data electronically analysed against delivered stock and giving inventory remaining
- *Just In Time (JIT):* ordered and delivered when needed and used immediately; reduces costs by cutting stock to a minimum
- *Re-order Lead time:* allows time between placing order and delivery

AC1.3: Describe the types of problems that may occur with deliveries and stock items

- *Types of problems:*
 - o Late deliveries: not meeting re-order lead time
 - o Damaged deliveries: packaging split or wet; content exposed to possible damage
 - o Inaccurate deliveries: wrong item(s) supplied against item(s) ordered
 - o Incorrect number of item delivered: 12 of one item ordered and only 11 received

AC1.4: Explain how to deal with problems that occur with deliveries and stock items

- *How to deal with problems:*
 - o Late deliveries: chase up late orders with suppliers
 - o Damaged deliveries: always check content of damaged packaging; check if content damaged; report and return items; record against delivery note and order; chase replacement stock
 - o Inaccurate deliveries: check incoming deliveries against orders; record and report problems; chase correct replacement stock
 - o Incorrect number of item delivered: record and report incorrect order quantity delivered; chase correct replacement
- Ensure all errors are reported to Accounts Department so invoices can be checked

AC1.5: Explain the factors to take into account when ordering stationery

- *Factors to take into account:* re-order lead times (time between placing an order and delivery); quality of current deliveries; is a change of supplier needed or new supplier to be trialled; tendering and contracting; price increases may affect continuing with same supplier; quantity discounts may involve formal contracts with suppliers; cost advantages to blanket orders with call off orders; delivery time

AC1.6: Explain the benefits and limitations of different potential suppliers, against organisational requirements

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

AC1.7: Explain how to calculate quantities of stationery and supplies to be ordered

- *Calculating quantities:*
 - o Organisation's usage collated from individual department requirements
 - o Allocated member of staff to control departmental usage during a delegated period of time linked to re-ordering system controlled by central purchasing
 - o Method could be physical with stock item record cards, stock in stock out, balance and date recorded on stock card, manual or electronic
 - o Quantities unused reported to central Purchasing, template re-order forms indicating department, product code, quantity received and date, quantity used, balance and date, signed
 - o Calculations made by Purchasing to bring stock level up to maximum level, collated with other departments for individual items
- *Calculate supplies to be orders:* decision taken on final order level considering quantity discounts and contractual terms, together with re-order lead times, new expenditure may need authorisation

AC1.8: Describe how to dispose of or recycle waste

- *How to dispose of or recycle waste:*
 - Follow recycling of paper waste within own borough recycling procedures
 - Separate paper waste from other types of stationery waste, e.g. printer cartridges, batteries, computers
 - Use appropriate bins for designated paper recycling, separate bin for confidential paper waste
 - Use an outside organisation to collect and recycle excessive paper waste, with separate confidential disposal arrangements for confidential paper waste
 - Other organisations offer to collect items such as printer cartridges offering small payments to the organisation
 - Alternative method to organise paper waste to be taken to a recycling centre

Information for tutors

Suggested resources

Websites

www.infoentrepreneurs.org/en/guides/stock-control-and-inventory/#3 – Info for Entrepreneurs: stock control and inventory

Assessment

This unit is internally assessed. 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

This unit must be assessed in the workplace in accordance with the Skills CFA Assessment Strategy for Business Administration, Customer Service and Management and Leadership 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.

The primary source of evidence for demonstrating achievement of learning outcome 2 and learning outcome 3 is direct observation of the learner carrying out their work activities relating to maintaining and issuing stationary and supplies.

The evidence from direct observation for learning outcome 2 and learning outcome 3 could be supported by examining work products such as records of orders, stock checks and stock that has been issued, forms and checklists, communication to suppliers, e.g. emails – this provides further evidence to meet the requirements, for example AC2.1, AC2.2, AC2.3, AC2.4, AC3.1, AC3.2 and AC3.4. Witness testimony could be used to support the evidence from direct observation for AC3.4.

Question and answer (Q&A) sessions could be used to corroborate the competence of the learner (e.g. for AC2.1, AC2.2, AC2.3, AC3.1, AC3.2 and AC3.4) 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 organisational policies, procedures and levels of authority in maintaining supplies (AC1.1), how to carry out a stock check of stationary (AC1.2), how to deal with problems that occur with deliveries and stock items (AC1.4), the factors to take into account when ordering stationary (AC1.5), the benefits and limitations of different potential suppliers, against organisational requirements (AC1.6) and how to calculate quantities of stationary and supplies to be ordered (AC1.7).

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 36: Use and Maintain Office Equipment

Unit reference number: J/506/1868

Level: 2

Credit value: 2

Guided learning hours: 10

Unit type: Competence

Unit summary

Employees use a range of equipment to complete routine and non-routine tasks everyday. It is vital that the equipment is used and maintained following organisational and manufacturer instructions and procedures and that faults are escalated to the appropriate person.

In this unit you will learn how to use different types of office equipment, follow organisational policies and procedures and levels of authority when maintaining office equipment, know the reasons for following manufacturer's and organisational instructions when operating equipment and the types of equipment faults that you are likely to experience and the correct way of dealing with them.

In this unit you will select the equipment that is appropriate to the task, maintain the equipment to the standard specified by your organisation and/or the manufacturer, make sure the equipment conforms with health and safety requirements, report problems that cannot be resolved to the correct person and follow organisational procedures to keep waste 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 Understand how to use office equipment	<ul style="list-style-type: none">1.1 Describe organisational policies, procedures and levels of authority in maintaining office equipment1.2 Describe how to use different types of office equipment1.3 Explain the reasons for following manufacturer's and organisational instructions when operating equipment1.4 Describe the types of equipment faults likely to be experienced and the correct way of dealing with these
2 Be able to use and maintain office equipment	<ul style="list-style-type: none">2.1 Use the equipment that is appropriate to the task in accordance with the manufacturer's instructions2.2 Follow organisational procedures to keep waste to a minimum2.3 Maintain the equipment to the standard specified by the organisation or the manufacturer2.4 Make sure that equipment conforms with health and safety requirements2.5 Report problems that cannot be resolved to the right person

Unit amplification

AC1.1: Describe organisational policies, procedures and levels of authority in maintaining office equipment

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: Describe how to use different types of office equipment

- *Personal equipment:* personal computer and equipment, e.g. printers, scanners, speakers or earphones, memory sticks, projectors, digital cameras; desk and chair; security systems, e.g. security pass, keys to desk drawers; telephones
- *Shared equipment:* printers; photocopiers; fax machine; telephones; shredders
- *Specialist equipment:* digital projectors; conferencing equipment, e.g. video, audio equipment, webcam; franking machine; laminators; binding machines
- *Resources for equipment:* paper; ribbon; ink cartridges; labels; envelopes; toner

AC1.3: Explain the reasons for following manufacturer's and organisational instructions when operating equipment

- *Reasons for following manufacturer's instructions:* correct operating instructions; useful tips; troubleshooting
- *Reasons for following organisational instructions:* who can operate equipment; who to report a fault to; who can do repairs

AC1.4: Describe the types of equipment faults likely to be experienced and the correct way of dealing with these

- *Typical faults:* paper jam; paper runs out; toner cartridge empty; junk faxes; document failed to print; computer crashed; connection to the internet lost
- *Dealing with faults:* follow organisational or manufacture procedures; follow on-screen instructions, e.g. paper jam in photocopier; contact IT department in organisation; check connections

Information for tutors

Suggested resources

Books

Lapsley A – *Business & Administration Student Handbook Level 2* (CFA, 2010)
ISBN 9780956773807

Trimarchi K, Watkins B, Parton N and Majithia P – *NVQ/SVQ Level 2 Business and Administration Handbook (NVQ Administration)* (Heinemann, 2011)
ISBN 9780435046903

Assessment

This unit is internally assessed. 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

This unit must be assessed in the workplace in accordance with the Skills CFA Assessment Strategy for Business Administration, Customer Service and Management and Leadership 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.

The main source of evidence for demonstrating achievement of learning outcome 2 is a combination of direct observation of the learner using available equipment, examination of learner's work products and question and answer (Q&A) sessions. The learner's work products could include a range of documents such as printouts, binded documents and franked envelopes ready for distribution. Witness testimony could be used to confirm consistent performance as well as providing supporting evidence for AC2.1, AC2.2, AC2.3, AC2.4 and AC2.5.

Question and answer (Q&A) sessions should be used to provide further evidence for AC2.1, AC2.2, AC2.4 and AC2.5. For example, the learner could be asked to explain how they decided the equipment to use for a specific task, the organisational procedures they followed to keep waste to a minimum, made sure the equipment conformed with health and safety requirements and how they dealt with the problems they could not resolve. Alternatively, a learner diary could be used to provide this evidence.

Question and answer (Q&A) sessions 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 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 describe organisational policies, procedures and levels of authority in maintaining office equipment (AC1.1 and AC2.3) and describe the types of equipment faults likely to be experienced and the correct way of dealing with these (AC1.4 and AC2.5).

The learner's answers must have sufficient range and breadth to meet the requirements. For example, the response for AC1.3 must have sufficient detail about the reasons for following manufacturer's and organisational instructions when operating equipment. 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. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Using Email

M/502/4300

2

3

20

Competence

Unit summary

Email is a common method to use when communicating to people internal and external to your organisation, therefore it is important that everyone knows how to use it effectively.

In this unit you will learn how to use email to compose, include documents as attachments and send messages to individuals and groups of people. You will also learn how to stay safe when using email, organise contact details and archive emails.

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 e-mail software tools and techniques to compose and send messages	<ul style="list-style-type: none">1.1 Select and use software tools to compose and format e-mail messages, including attachments1.2 Determine the message size and how it can be reduced1.3 Send e-mail messages to individuals and groups1.4 Describe how to stay safe and respect others when using e-mail1.5 Use an address book to organise contact information
2 Manage incoming e-mail effectively	<ul style="list-style-type: none">2.1 Follow guidelines and procedures for using e-mail2.2 Read and respond to e-mail messages appropriately2.3 Use email software tools and techniques to automate responses2.4 Describe how to archive e-mail messages, including attachments2.5 Organise, store and archive e-mail messages effectively2.6 Respond appropriately to e-mail problems

Information for tutors

Suggested resources

Books

Dyszel B – *Outlook 2007 for Dummies* (John Wiley & Sons, 2006)
ISBN 9780470038307

Lambert J and Cox J – *Microsoft Office Outlook 2007 Step by Step* (Microsoft Press, 2007) ISBN 9780735623002

Websites

www.bbc.co.uk/schools – BBC Schools: resources for ICT

www.howstuffworks.com – How Stuff Works: easy to understand answers and explanations of how the world works

Other

To deliver this unit centres will need to have a LAN with email application software or access to web-based emailing software and access to the internet. Centres will need the facilities to enable learners to carry out the practical aspects of the unit as defined by the content and grading criteria. Centres will also need a range of suitable software tools and equipment to support the cohort size undertaking the units.

Assessment

This unit is internally assessed. 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

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 assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

The primary source of evidence for demonstrating achievement of learning outcome 1 and learning outcome 2 is direct observation of the learner using appropriate software to send and receive emails in the business environment. The evidence from the direct observation should be supported by examining work products such as 'draft' and 'sent' emails to colleagues and/or customers – this provides further evidence to meet the requirements for AC1.3, AC2.2, AC2.4, AC2.5 and AC2.6.

To achieve AC1.1, AC1.2, AC1.5, AC2.1 and AC2.3, learners need to provide evidence that they have used the correct software functions (including attachments), address book and software tools to automate responses. Witness testimony can be used to support the evidence from direct observation for AC2.1, AC2.2 and AC2.6.

Question and answer (Q&A) sessions could be used to assess AC1.4 and AC2.4 as well as fill in any gaps in the evidence of competence in using the software. For example, the learner could be asked to explain how they organised and archived email messages and how they have dealt with, or could deal with, email problems. A learner diary could be used as an alternative to Q&A.

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 38: Bespoke Software

Unit reference number: F/502/4396

Level: 2

Credit value: **3**

Guided learning hours: 20

Unit type:	Competence
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Unit summary

Bespoke software is software that is created to perform a specific function in an organisation.

In this unit you will learn how data can be edited and manipulated through software tools to meet specified needs and presentation requirements. This includes combining data from different sources and responding to error messages generated during data input.

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 Input and combine information using bespoke applications	<ul style="list-style-type: none">1.1 Input relevant information accurately so that it is ready for processing1.2 Select and use appropriate techniques to link and combine information of different forms or from different sources within the software1.3 Respond appropriately to data entry error messages
2 Use appropriate structures to organise and retrieve information efficiently	<ul style="list-style-type: none">2.1 Describe what functions to apply to structure and layout information effectively2.2 Select and use appropriate structures and/or layouts to organise information2.3 Apply local and/or legal guidelines and conventions for the storage and use of data, where available
3 Use the functions of the software effectively to process and present information	<ul style="list-style-type: none">3.1 Select and use appropriate tools and techniques to edit, process and format information3.2 Check information meets needs, using IT tools and making corrections as necessary3.3 Select and use appropriate methods to present information

Information for tutors

Suggested resources

Books

The textbooks used depend on which software is used. The software manufacturer's user guides and resources are often sufficient for the level of work required in this unit. Third party user guides such as in-house tutorials, may also be available for bespoke software.

Websites

Some bespoke software packages have their own websites/help pages. These are often sufficient for the level of work required in this unit.

Other

Learners need access to suitable hardware and software plus resource material such as images and sound files. The exact nature of the hardware and software will depend on the packages used for training and assessment.

Assessment

This unit is internally assessed. 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

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 assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

The primary source of evidence for demonstrating achievement of learning outcome 1, learning outcome 2 and learning outcome 3 is direct observation of the learner using a bespoke software in carrying out their work activities. Bespoke software can relate to any software that is unique to the business.

The evidence from the direct observation could be supported by examining work products – this provides further evidence to meet the requirements, for example AC1.1, AC1.2, AC2.2, AC3.1 and AC3.3. To achieve AC1.3 and AC2.3, learners need to provide evidence that they have responded appropriately to data entry error messages and applied local and legal guidelines and conventions when storing data. This can be in the form of screen shots. Witness testimony can be used to support the evidence from direct observation for AC1.3 and AC2.3.

Question and answer (Q&A) sessions could be used to assess AC2.1 and AC3.2. Learners' responses must be at the appropriate breadth and depth to meet the level of demand of the assessment criteria; for example learners need to describe the functions to apply to structure and layout information (AC2.1) and check information meets needs making corrections where necessary (AC3.2).

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 39: Spreadsheet Software

Unit reference number: F/502/4625

Level: 2

Credit value: 4

Guided learning hours: 30

Unit type: Competence

Unit summary

Spreadsheet software is used regularly in businesses to present data, to calculate costs and to create graphs and charts.

In this unit you will learn how to enter, edit and organise numerical data, and how to manipulate and analyse data using formulae and data analysis tools. You will also learn how to organise and present data by using page layout and graph and chart tools where appropriate.

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 a spreadsheet to enter, edit and organise numerical and other data	<ul style="list-style-type: none">1.1 Identify what numerical and other information is needed in the spreadsheet and how it should be structured1.2 Enter and edit numerical and other data accurately1.3 Combine and link data across worksheets1.4 Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available
2 Select and use appropriate formulas and data analysis tools to meet requirements	<ul style="list-style-type: none">2.1 Identify which tools and techniques to use to analyse and manipulate data to meet requirements2.2 Select and use a range of appropriate functions and formulas to meet calculation requirements2.3 Use a range of tools and techniques to analyse and manipulate data to meet requirements

Learning outcomes	Assessment criteria
<p>3 Select and use tools and techniques to present and format spreadsheet information</p>	<p>3.1 Plan how to present and format spreadsheet information effectively to meet needs</p> <p>3.2 Select and use appropriate tools and techniques to format spreadsheet cells, rows, columns and worksheets</p> <p>3.3 Select and format an appropriate chart or graph type to display selected information</p> <p>3.4 Select and use appropriate page layout to present and print spreadsheet information</p> <p>3.5 Check information meets needs, using spreadsheet tools and making corrections as necessary</p> <p>3.6 Describe how to find errors in spreadsheet formulas</p> <p>3.7 Respond appropriately to any problems with spreadsheets</p>

Information for tutors

Suggested resources

Books

Frye C – *Excel 2007 Step by Step* (Microsoft Press, 2007) ISBN 9780735623040

Harvey G – *Excel 2007 for Dummies* (John Wiley & Sons, 2006)
ISBN 9780470037379

Websites

www.bized.co.uk/learn/sheets/sheet_guide.htm – Business education: an introduction to spreadsheets

www.openoffice.org/product/calc.html – OpenOffice Calc: tool for spreadsheets

Other

Learners will need access to relevant software (Microsoft Excel or similar, Microsoft Word or similar, packages compatible to allow combining of information), plus hardware capable of running these software packages including printers. Further useful resources would include sets of example spreadsheets with notes and solutions provided on a drive accessible to learners outside normal lesson time to give opportunity for independent study. It is probable that learning resource centres will also have purchased self teach packages for spreadsheets and again access to these out of lesson time would be valuable.

Assessment

This unit is internally assessed. 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

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 assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

The primary source of evidence for demonstrating achievement of learning outcome 1, learning outcome 2 and learning outcome 3 is direct observation of the learner using spreadsheet software to enter, organise, edit and present data. Spreadsheets can relate to the production and formatting of data for colleagues and/or customers. The evidence from the direct observation could be supported by examining the learner's work products formatted, produced and/or distributed to colleagues and/or customers – this provides further evidence to meet the requirements for AC1.1, AC1.2, AC1.3, AC2.2, AC3.3 and AC3.4.

To achieve AC1.4, learners need to provide evidence of storing and retrieving files in line with local guidelines and conventions either from screen shots or witness testimony.

To achieve AC2.1, AC2.3 and AC3.1, learners need to provide evidence of planning how to present and format spreadsheet information and using a range of tools to analyse and manipulate data. This can be done through draft notes, witness testimony or question and answer (Q&A) sessions.

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 40: Data Management Software

Unit reference number: J/502/4559

Level: 2

Credit value: 3

Guided learning hours: 20

Unit type: Competence

Unit summary

Businesses need to keep up-to-date information on many different types of records, for example customers and suppliers. Some businesses choose to use data management software to help create, edit and maintain these records.

In this unit you will learn how to enter, edit and maintain data records, and how to retrieve and display them. You will learn the importance of data security, and the legal and organisational guidelines that relate to storing and using the data.

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 maintain data records in a data management system	<ul style="list-style-type: none">1.1 Describe the risks to data security and procedures used for data protection1.2 Enter data accurately into groups of records to meet requirements1.3 Locate and amend data associated with groups of records1.4 Check data records meet needs, using IT tools and making corrections as necessary1.5 Respond appropriately to data entry and other error messages1.6 Apply local and/or legal guidelines for the storage and use of data where available
2 Retrieve and display data records to meet requirements	<ul style="list-style-type: none">2.1 Identify what queries and reports need to be run to output the required information2.2 Select and use queries to search for and retrieve information to meet given requirements2.3 Create and view reports to output information from the system to meet given requirements

Information for tutors

Suggested resources

Websites

<http://office.microsoft.com/en-gb/training> – Microsoft Office: training and tutorials

Other

Learners will require access to suitable data management software such as Microsoft Access.

Assessment

This unit is internally assessed. 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

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 assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

The primary source of evidence for demonstrating achievement of learning outcome 1 and learning outcome 2 is direct observation of the learner using data management software to maintain data. The evidence from the direct observation could be supported by examining work products produced and distributed to colleagues and/or customers – this provides further evidence to meet the requirements for AC1.2, AC1.3, AC2.1, AC2.2 and AC2.3.

To achieve AC1.4, AC1.5 and AC1.6, learners need to provide evidence that they have checked data records meet the needs, responded appropriately to data entry and other messages and have stored data following local and legal guidelines. Witness testimony can be used to support the evidence from direct observation for AC1.6.

Question and answer (Q&A) sessions could be used to assess AC1.1. Learners' responses must be at the appropriate breadth and depth to meet the level of demand of the assessment criteria; for example learners need to describe the risks to data security and the procedures that are followed to ensure data protection.

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 41: Presentation Software

Unit reference number: M/502/4622

Level: 2

Credit value: 4

Guided learning hours: 30

Unit type:	Competence
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Unit summary

Most presenters choose to use presentation software to help focus the audience on the information that is being presented.

In this unit you will learn how to use presentation software to combine text and other information, structure, edit and format slide sequences and prepare the final presentation.

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 Input and combine text and other information within presentation slides	<ul style="list-style-type: none">1.1 Identify what types of information are required for the presentation1.2 Enter text and other information using layouts appropriate to type of information1.3 Insert charts and tables into presentation slides1.4 Insert images, video or sound to enhance the presentation1.5 Identify any constraints which may affect the presentation1.6 Organise and combine information of different forms or from different sources for presentations1.7 Store and retrieve presentation files effectively, in line with local guidelines and conventions where available
2 Use presentation software tools to structure, edit and format slide sequences	<ul style="list-style-type: none">2.1 Identify what slide structure and themes to use2.2 Select, change and use appropriate templates for slides2.3 Select and use appropriate techniques to edit slides and presentations to meet needs2.4 Select and use appropriate techniques to format slides and presentations2.5 Identify what presentation effects to use to enhance the presentation2.6 Select and use animation and transition effects appropriately to enhance slide sequences

Learning outcomes	Assessment criteria
3 Prepare slideshow for presentation	<p>3.1 Describe how to present slides to meet needs and communicate effectively</p> <p>3.2 Prepare slideshow for presentation</p> <p>3.3 Check presentation meets needs, using IT tools and making corrections as necessary</p> <p>3.4 Identify and respond to any quality problems with presentations to ensure that presentations meet needs</p>

Information for tutors

Suggested resources

Books

Lowe D – *PowerPoint 2007 for Dummies* (John Wiley & Sons, 2006)
ISBN 9780470040591

Websites

www.openoffice.org/products/impress.html – OpenOffice Impress: tool for creating multimedia presentations

Other

Learners should be presented with a variety of content to choose from, as well as an industry standard presentation application such as Microsoft PowerPoint or OpenOffice Impress. This software should include slide tools and multimedia capabilities. Access to a range of information resources, such as CD ROMs and the internet, is necessary for carrying out research.

Assessment

This unit is internally assessed. 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

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 assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

This unit can be assessed holistically with other units within the qualification such as: *Develop a Presentation* and *Deliver a Presentation*.

The primary source of evidence for demonstrating achievement of learning outcome 1, learning outcome 2 and learning outcome 3 is direct observation of the learner carrying out their work activities relating to using presentation software. The evidence from the direct observation could be supported by examining work products produced and distributed to colleagues and/or customers – this provides further evidence to meet the requirements for AC1.2, AC1.3, AC1.4, AC1.6, AC2.1, AC2.2, AC2.3, AC2.4, AC2.5, AC2.6 and AC3.2.

To achieve AC1.1, AC1.5, AC1.6 and AC1.7, learners need to provide evidence that they know the different types of information that are needed, identified any constraints which may affect the presentation, combined and merged information from different sources. Witness testimony can be used to support the evidence from direct observation for AC1.7.

Question and answer (Q&A) sessions could be used to assess AC3.1, AC3.3 and AC3.4. Learners' responses must be at the appropriate breadth and depth to meet the level of demand of the assessment criteria; for example learners need to describe how to present slides that communicate effectively and meet needs (AC3.1), check presentation meets needs and making corrections where necessary (AC3.3), identify and respond to quality problems with presentations so that it meets the needs (AC3.4).

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

Unit 42:

Word Processing Software

Unit reference number: R/502/4628

Level: 2

Credit value: 4

Guided learning hours: 30

Unit type: Competence

Unit summary

Most documents are created using word processing software as it is convenient, efficient and documents are easy to store and retrieve once created.

In this unit you will learn how to enter text, modify layout and structures and use word processing tools to format, check and present documents. You will also learn how to store and retrieve template files.

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 and combine text and other information accurately within word processing documents	<ul style="list-style-type: none">1.1 Identify what types of information are needed in documents1.2 Use appropriate techniques to enter text and other information accurately and efficiently1.3 Select and use appropriate templates for different purposes1.4 Identify when and how to combine and merge information from other software or other documents1.5 Select and use a range of editing tools to amend document content1.6 Combine or merge information within a document from a range of sources1.7 Store and retrieve document and template files effectively, in line with local guidelines and conventions where available
2 Create and modify layout and structures for word processing documents	<ul style="list-style-type: none">2.1 Identify the document requirements for structure and style2.2 Identify what templates and styles are available and when to use them2.3 Create and modify columns, tables and forms to organise information2.4 Select and apply styles to text

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

Information for tutors

Suggested resources

Websites

www.bbc.co.uk/schools/gcsebitesize/ict – BBC GCSE Bitesize: ICT resources

www.teach-ict.com – Teach ICT: ICT resources

Other

Learners will need access to appropriate text processing software (Microsoft Word® or similar). In addition learners must have access to either different types of information, e.g. graphic images, or to other sources of information. Learners should also be given access to pre-prepared templates, tables and forms.

Assessment

This unit is internally assessed. 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

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 assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

The primary source of evidence for demonstrating achievement of learning outcome 1, learning outcome 2 and learning outcome 3 is direct observation of the learner using word processing software to produce a range of documents. The evidence from the direct observation should be supported by examining work products such as business documents produced and distributed to colleagues and/or customers – this provides further evidence to meet the requirements for AC1.3, AC2.1, AC2.3, AC2.4, AC3.2, AC3.3 and AC3.5.

To achieve AC1.1, AC1.2, AC1.4, AC1.5, AC1.6 and AC1.7, learners need to provide evidence that they know the different types of information that are needed, used appropriate techniques to enter text and other information, combined and merged information from other documents, used a range of editing tools to amend the document content and combined and merged information within a document. Witness testimony can be used to support the evidence from direct observation for AC1.7.

Question and answer (Q&A) sessions could be used to assess AC2.2, AC3.1, AC3.4 and AC3.6. Learners' responses must be at the appropriate breadth and depth to meet the level of demand of the assessment criteria; for example learners need to identify the different templates and styles that are available and when to use each (AC2.2), identify how a document should be formatted to aid meaning (AC3.1), describe quality problems with documents and respond to the problems so that the document meets the need (AC3.4 and AC3.6).

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 43: Website Software

Unit reference number: R/502/4631

Level: 2

Credit value: 4

Guided learning hours: 30

Unit type: Competence

Unit summary

Using website software to create webpages sometimes falls within the business administrator's role.

In this unit you will learn how to plan and create web page templates, select and use website features and structures to help the user navigate, prepare content and organise and combine the information that will be used on the webpages. You will learn how legal and organisation guidelines, copyright and access issues affect the website.

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 Create structures and styles for websites	<ul style="list-style-type: none">1.1 Describe what website content and layout will be needed for each page1.2 Plan and create web page templates to layout1.3 Select and use website features and structures to help the user navigate round web pages within the site1.4 Create, select and use styles to keep the appearance of web pages consistent and make them easy to understand1.5 Describe how copyright and other constraints may affect the website1.6 Describe what access issues may need to be taken into account1.7 Describe what file types to use for saving content1.8 Store and retrieve files effectively, in line with local guidelines and conventions where available
2 Use website software tools to prepare content for websites	<ul style="list-style-type: none">2.1 Prepare content for web pages so that it is ready for editing and formatting2.2 Organise and combine information needed for web pages including across different software2.3 Select and use appropriate editing and formatting techniques to aid both clarity and navigation2.4 Select and use appropriate development techniques to link information across pages2.5 Change the file formats appropriately for content2.6 Check web pages meet needs, using IT tools and making corrections as necessary

Learning outcomes	Assessment criteria
3 Publish websites	<p>3.1 Select and use appropriate testing methods to check that all elements of websites are working as planned</p> <p>3.2 Identify any quality problems with websites and how to respond to them</p> <p>3.3 Select and use an appropriate programme to upload and publish the website</p> <p>3.4 Respond appropriately to problems with multiple page websites</p>

Information for tutors

Suggested resources

Books

Crowder D – *Building a Web Site for Dummies* (4th edition) (John Wiley & Sons, 2010) ISBN 9780470560938

Online Training Solutions – *Microsoft Office FrontPage 2003 Step by Step* (Microsoft Press, 2003) ISBN 9780735 615199

Vandome D – *Dreamweaver MX 2004 in Easy Steps* (Computer Step, 2004) ISBN 9781840782813

Websites

www.coffeecup.com – CoffeeCup software: responsive layout maker

Other

To deliver this unit, learners must have access to a software application design specifically for creating websites through a visual design process and not just through writing HTML code. Learners will need to be able to upload their websites onto the World Wide Web or onto a local network.

Assessment

This unit is internally assessed. 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

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 assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

The primary source of evidence for demonstrating achievement of learning outcome 1, learning outcome 2 and learning outcome 3 is direct observation of the learner carrying out their work activities relating to creating structures and styles for websites.

The evidence from the direct observation could be supported by examining work products such as storyboards, websites that are in construction, completed and/or launched – this provides further evidence to meet the requirements, of AC1.1, AC1.2, AC1.3, AC1.4, AC2.1, AC2.2, AC2.3, AC2.4 and AC2.5. To achieve AC1.8, learners need to provide evidence of storing and retrieving files in line with local guidelines and conventions either from screen shots or witness testimony.

Direct observation supported by work products (completed testing processes, testing in progress and websites that have been launched) and witness testimonies can be used to evidence AC3.1 and AC3.3.

Question and answer (Q&A) sessions could be used to corroborate the competence of the learner (e.g. for AC3.1, AC3.2 and AC3.3) as well as meeting the requirements of the knowledge ACs 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, learners must describe how copyright and other legal constraints may affect the website (AC1.5), describe what access issues may need to be taken into account (AC1.6), describe what file types to use for saving content (AC1.7) and identify and respond to quality problems with websites (AC3.2 and AC3.4).

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 44: Deliver Customer Service

Unit reference number: A/506/2130

Level: 2

Credit value: 5

Guided learning hours: 27

Unit type: Competence

Unit summary

Delivering customer service is an important part of any customer service role. It is vital that it is carried out correctly and effectively in order to provide customer satisfaction, to meet the needs and expectations of the customer and to present a favourable image of the organisation.

In this unit you will learn how to deliver customer service by understanding the relationship between customer needs, expectations and customer satisfaction. You will need to understand the meaning of the terms 'feature' and 'benefit' when discussing a product or service. You will also need to know why it is important to treat customers as individuals and why it is important to be able to balance the needs of customers with those of the organisation. You will need to understand when and to whom you can escalate problems when delivering customer service, and understand the methods you can use to measure your own effectiveness in customer service delivery.

You need to know what a brand is, why it is important to an organisation, how it can affect an organisation's customer service offer and why it is important to use customer service language that supports a brand promise. You will learn how your own role can ensure that a brand promise can be delivered.

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 customer service delivery	<ul style="list-style-type: none">1.1 Explain the relationship between customers' needs and expectations and customer satisfaction1.2 Describe the features and benefits of an organisation's products and/or services1.3 Explain the importance of treating customers as individuals1.4 Explain the importance of balancing promises made to customers with the needs of an organisation1.5 Explain when and to whom to escalate problems1.6 Describe methods of measuring their own effectiveness in the delivery of customer service
2 Understand the relationship between customer service and a brand	<ul style="list-style-type: none">2.1 Explain the importance of a brand to an organisation2.2 Explain how a brand affects an organisation's customer service offer2.3 Explain the importance of using customer service language that supports a brand promise2.4 Identify their own role in ensuring that a brand promise is delivered
3 Be able to prepare to deal with customers	<ul style="list-style-type: none">3.1 Keep up to date with an organisation's products and/or services3.2 Prepare resources that are necessary to deal with customers before starting work

Learning outcomes	Assessment criteria
<p>4 Be able to provide customer service</p>	<p>4.1 Maintain organisational standards of presentation and behaviour when providing customer service</p> <p>4.2 Adapt their own behaviour to meet customers' needs or expectations</p> <p>4.3 Respond to customers' requests in line with organisational guidelines</p> <p>4.4 Inform customers of the progress of their requests</p> <p>4.5 Confirm that customers' expectations have been met in line with the service offer</p> <p>4.6 Adhere to organisational policies and procedures, legal and ethical requirements when providing customer service</p>
<p>5 Be able to support improvements to customer service delivery</p>	<p>5.1 Identify ways that customer service could be improved for an organisation and individuals</p> <p>5.2 Share information and ideas with colleagues and/or service partners to support the improvement of service delivery</p>

Unit amplification

AC1.1: Explain the relationship between customers' needs and expectations and customer satisfaction

- *Customer needs:* definition; results in positive impact on customer satisfaction and return sales
- *Customer expectations:* definition e.g. shaped by service offer, marketing materials and organisational reputation; results in customer retention and long-term customer relationships
- *Customer satisfaction:* definition e.g. based on customer perception of quality

AC1.2: Describe the features and benefits of an organisation's products and/or services

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

- *Features:* distinguishing characteristics of a product or service; deliver benefits to customers
- *Benefits:* reasons why customers buy a product or service; meet customers' needs

AC1.3: Explain the importance of treating customers as individuals

- *Importance of treating customers as individuals:* e.g. customer satisfaction, customer loyalty, customer retention, compliance with legislation (Equality Act 2010)

AC1.4: Explain the importance of balancing promises made to customers with the needs of an organisation

- *Importance of balancing promises made to customers to an organisation's needs:* e.g. achievement of organisational objectives, budget restrictions, consistency and transparency of organisational practices

AC1.5: Explain when and to whom to escalate problems

- *When to escalate problems:* in line with escalation procedures; dealing with a complaint or problem outside own authority; lack of knowledge/experience from the customer service assistant
- *To whom to escalate problems:* managers; supervisors; more experienced colleagues; suppliers; manufacturers

AC1.6: Describe methods of measuring their own effectiveness in the delivery of customer service

- *Measures:* feedback from others; sales targets being met and exceeded; customer complaints; direct feedback from customers

AC2.1: Explain the importance of a brand to an organisation

- *Brand:* definition; brand name; trade mark; brand image; types of brands e.g. manufacturer's and own-label
- *Importance of a brand:* legal protection of unique product features; gives the customer a specific perception of the organisation e.g. Jaguar linked to prestige cars; market segmentation; distinguishes the product and/or service from competitors, builds a reputation, encourages customer loyalty

AC2.2: Explain how a brand affects an organisation's customer service offer

- *Effects on customer service offer:* negative – will tarnish the image of organisation and reduce sales; positive association with products/services enhances image of organisation and increases sales; responsiveness to customer needs by introduction of new products to enhance existing ones can increase the customer service offer

AC2.3: Explain the importance of using customer service language that supports a brand promise

- *Brand promise:* organisation commitment (implicit, explicit); organisation character; mission
- *Customer service language:* types, e.g. organisation specific customer language or industry accepted best practice language
- *Importance of using:* e.g. reassures the customer, helps to cement the perception of the brand and organisation in the customer's mind, reminds staff of the expected service standards

AC2.4: Identify their own role in ensuring that a brand promise is delivered

- *Identifying own role in ensuring brand promise delivery:* knowing what the brand promise is, and what it means to own role within the organisation/team; understand how this role helps to deliver the brand to customers through knowledge of products/services

Information for tutors

Suggested resources

Books

Leland K and Bailey K – *Customer Service for Dummies* (3rd edition) (Wiley Publishing Inc, 2011) ISBN 978047176892

Lucas R W – *Customer Service Skills for Success* (5th edition) (McGraw-Hill Higher Education, 2011) ISBN 9780071315920

Websites

www.designcouncil.org.uk – Design Council: information specifically on branding

www.managementhelp.org – Management Help: information on customer service branding needs, basic customer service

www.marketing.about.com – About.com Marketing: information on good customer service

Assessment

This unit is internally assessed. 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

This unit must be assessed in the workplace in accordance with the Skills CFA Assessment Strategy for Business Administration, Customer Service and Management and Leadership 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 of the unit. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

To pass this unit, the learner must provide evidence that they can consistently deliver excellent customer service in line with their organisational standards and requirements, to different types of customers and in different circumstances over a period of time. The learner could be delivering customer service to external or internal customers.

The primary source of evidence for this unit should be observation of the learner carrying out their work activities in providing customer service. This observation can be carried out unobtrusively by the assessor with the use of question and answer (Q&A) sessions to show the knowledge underlying the learner's performance. For example, the learner could be asked to explain how they have adapted their own behaviour to meet customer needs and expectations in a particular observed situation (AC4.2). They could also be asked to explain their organisational procedures and policies and how they have adhered to them in delivering customer service (AC4.6).

Product evidence, such as an email sent by the learner to a customer informing them of the progress of their request for AC4.4, seen during or separately from an observed performance, must be evaluated and commented on by the assessor. Witness testimony is also a suitable assessment method to confirm the learner's competence against the learning outcomes and assessment criteria. This could be used, for example, for learning outcomes 3 to 5.

Question and answer (Q&A) sessions are an appropriate assessment method for learning outcomes 1 and 2. This method should be integrated with the assessment for learning outcomes 3 to 5 to give the learner the opportunity to link and apply their knowledge to their work activities. For example, the learner could be asked to describe how they have used customer service language to support their organisation's brand promise and give reasons why this is important to their organisation. Learners may be more comfortable using a learner diary to demonstrate their knowledge level for learning outcome 1, and this is also acceptable. Learners' responses must be at the appropriate depth and breadth to meet the level of demand of the knowledge assessment criteria, for example the response for AC1.1 must have sufficient detail about how customers' needs and expectation are interrelated with customer satisfaction.

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 45:

Participate in a Project

Unit reference number: F/506/1934

Level: 3

Credit value: 3

Guided learning hours: 19

Unit type: Competence

Unit summary

In this unit you will look at project management and the importance of creating a solid project business case that predicts as many of the dangers as possible and plans, organises and controls activities so that a project is completed successfully despite the risks.

You will look at the role of the project manager, creating a project team and the need to use related information to actively monitor progress to keep that team on the right path. You will look at the importance of monitoring the 'project management triangle' to keep the project on track. You will be able to support the delivery of a project in line with a project plan and in accordance with the policies of the business reporting on problems as they occur.

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 manage a project	<ul style="list-style-type: none">1.1 Explain the features of a project business case1.2 Explain the stages of a project lifecycle1.3 Explain the roles of people involved in a project1.4 Explain the uses of project-related information1.5 Explain the advantages and limitations of different project monitoring techniques1.6 Analyse the interrelationship of project scope, schedule, finance, risk, quality and resources
2 Be able to support the delivery of a project	<ul style="list-style-type: none">2.1 Fulfil their role in accordance with a project plan2.2 Collect project-related information in accordance with project plans2.3 Use appropriate tools to analyse project information2.4 Report on information analysis in the agreed format and timescale2.5 Draw issues, anomalies and potential problems to the attention of project managers2.6 Adhere to organisational policies and procedures, legal and ethical requirements in supporting the delivery of a project

AC1.1: Explain the features of a project business case

- *Business case*: predecessor for any project; visual/written presentation to management to gain approval to proceed with the project; structured and defined document using a template that complies with business rules and processes
- *Features*: describes the problem/issue at hand; reason for project; research to back up findings; how project will be executed to include expenses, timeline; project milestones and items that will be completed (deliverables)

AC1.2: Explain the stages of a project lifecycle

- *Initiation*: defines scope, purpose, objectives, resources, deliverables, timescales and structure of the project
- *Planning*: creation of; project plan, resource plan, financial plan, quality plan, risk plan, acceptance plan
- *Execution*: monitoring and controlling; time management, cost management, quality management, change management, risk management, issue management, acceptance management, communications management
- *Closure and Evaluation*: determines project's overall success; documents lessons learned for future projects

AC1.3: Explain the roles of people involved in a project

- *Project Manager*: role, e.g. develops definition of project; ensures that project is delivered on time, on budget and to required quality standard; manages relationships with groups to include all contributors
- *Project sponsor*: role, e.g. commissions others to deliver the project; defines project with Project Manager; ensures project is actively reviewed
- *Project Board (optional group)*: oversees progress of project; reacts to strategic problems
- *Senior Consultant*: manages supplier-side input
- *Project Team Members*: staff who actively work on project; varies with type of project; typical roles, e.g. provision of functional expertise, identify and map information, train users
- *Project Administrator/Co-ordinator (in larger projects)*: role, e.g. maintains project plan; provides administrative support to Project Manager

AC1.4: Explain the uses of project-related information

- *Uses of project-related information:* monitoring project progress; monitoring project team; allowing decisions to be made; suggesting adjustments to plan; steering team in right direction; evaluation of project; lessons learnt to inform future projects

AC1.5: Explain the advantages and limitations of different project monitoring techniques

- *Monitoring of Project Team:* advantages, e.g. provides picture of broader trends, enables effective decision making by capturing detailed task level progress; limitations, e.g. reports not always honest, may give no real indication of progress or may give favourable impressions without any substantiating evidence
- *Pulse meetings:* advantages, e.g. face to face or virtual meeting where brief status updates are shared, usually only 10 minutes maximum; limitations, e.g. separate meetings required to resolve problems raised
- *Milestone monitoring:* advantages, e.g. identifies Critical Path activities/other major stages and decision points on project, deadlines are predetermined, plans can be adjusted in light of performance or changing circumstances; limitations, e.g. unscheduled changes, unpredicted lack of progress

AC1.6: Analyse the interrelationship of project scope, schedule, finance, risk, quality and resources

- *Scope (quality):* clear, specific statement as to what has been agreed to be performed/achieved in a project; lays out functions, features, data, content; clearly expresses the desired final result of a project
- *Schedule:* time required to complete components of a project; time required to carry out each task; duration of the project
- *Resources (cost):* cost of a project; what and how many/much resources need to be dedicated to project; what needs to be applied or assigned to the project in terms of money and effort in order to make things happen such as resources to include manpower, materials, resources for risk management and assessment and third party resources
- *Triple constraint (the project management triangle):* project scope/quality, resources/costs/finances and schedule/time as three aspects working together in balance; scope, schedule and cost are fully inter-related; each aspect affects another; aspects can change/fluctuate; any adjustment to any aspect must affect the other; if one is restricted/extended, others will need to be extended/increased; must be continually monitored by Project Manager

Information for tutors

Suggested resources

Books

Barker, S, – *Brilliant Project Management: What the Best Project Managers Know, Do and Say (Brilliant Business)* (Pearson, 2012) ISBN 9780273775096

Graham, N, – *Project Management For Dummies* (John Wiley & Sons, 2010) ISBN 9780470711194

Assessment

This unit is internally assessed. 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

This unit must be assessed in the workplace in accordance with the Skills CFA Assessment Strategy for Business Administration, Customer Service and Management and Leadership 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 of the unit. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

To achieve this unit, learners must show participation in a project.

The main sources of evidence to meet learning outcome 2 are a review of learner work products and witness statements supported by professional discussion.

For learning outcome 2 learner work products could include their notes on the project plan and their associated role (AC2.1 and AC2.2) and the tools used to collect and analyse project information and reports on information (AC2.2, AC2.3 and AC2.4). Witness statements could be used to support the learner's delivery of a project (AC2.2 to AC2.6). These work products should be used as the basis for a professional discussion with the learner to meet the requirements of AC2.1 as well to evidence the learner's competence. For example, within the professional discussion the learner could explain the process they used to ensure they fulfilled their role whilst adhering to organisational policies and procedures (AC2.6).

Evidence to confirm the achievement of learning outcome 1 could be integrated into the professional discussion or reflective account for learning outcome 2, providing the opportunity for the learner to link and apply their knowledge to the workplace activities. For example, the relationship between the theory of managing a project and the ability to deliver a project could be explored. Learner responses or statements to meet the requirements for AC1.1 to AC1.6 must be at a sufficient depth and breadth to meet the level of demand expected from an explanation and analysis. For example, the learner's response on the features of effective collaboration (AC1.3) should go beyond just statements but should include reasoning around how interrelationship of project scope, schedule, finance, risk, quality and resources can affect a project (AC1.6).

A reflective account can also be used to meet the requirements of the knowledge assessment criteria in learning outcome 1, in particular AC1.6, which requires the learner to analyse the interrelationship of project scope, schedule, finance, risk, quality and resources.

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Whenever possible the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 46: Processing Customers' Financial Transactions

Unit reference number: F/601/8320

Level: 2

Credit value: 4

Guided learning hours: 8

Unit type: Competence

Unit summary

It is important when processing customer's financial transactions, that they are accurate and on time, whilst following industry regulations, legal requirements and organisational policies. In this unit, you will learn and demonstrate how to deal with customer transactions and documentation, including how to recognise discrepancies in documentation and confirming amount and balances are accurate.

You will also learn and demonstrate how to comply with all codes, laws and regulatory requirements when processing customers' financial transactions.

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 Be able to deal with customer transactions and documentation	<ul style="list-style-type: none">1.1 Receive payments from and/or make payments to customers1.2 Confirm that amounts and balances are accurate1.3 Process payments accurately in accordance with the organisation's procedures1.4 Recognise discrepancies in documentation and take appropriate action1.5 Make sure that all documentation, entries and records are accurate and legible
2 Be able to comply with all codes, laws and regulatory requirements	<ul style="list-style-type: none">2.1 Follow the organisation's systems, procedures and organisational timescales2.2 Explain the organisation's customer service and complaints procedure2.3 Act within personal authority limits and recognising when to refer to others2.4 Explain the sources of information and advice within the organisation2.5 Identify the different methods of receiving financial information2.6 Comply with legal requirements, industry regulations, organisational policies and professional codes2.7 Explain the organisation's requirements relating to the application of codes, laws and regulatory requirements and their impact on the job role

Information for tutors

Suggested resources

Websites

www.businesscasestudies.co.uk – Business case studies: business studies learning resources including the 'Times 100' business case studies

www.legislation.gov.uk – Managed by the National Archives: information on all legislation passed by UK government

Assessment

This unit is internally assessed. 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

This unit must be assessed in the workplace in accordance with the Pearson Generic Assessment Strategy For NVQs, SVQs and Competence-Based Qualifications in *Annexe C*. 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.

The primary source of evidence for demonstrating achievement of learning outcome 1 and learning outcome 2 is direct observation of the learner processing customers' financial transactions, examination of work products and question and answer (Q&A) sessions. The learners work products could include spreadsheets, invoices, emails, notes and reports. Witness testimony could be used to confirm consistent performance as well as providing supporting evidence for AC1.3, AC1.5, AC2.1, AC2.3 and AC2.6.

Question and answer (Q&A) sessions should be used to provide further evidence for AC1.3, AC1.4, AC2.1, AC2.3, AC2.5 and AC2.6. For example, the learner could be asked to explain how to process payments accurately in accordance with the organisation's procedures (AC1.3), how to take appropriate action when dealing with discrepancies (AC1.4), what the organisation's systems, procedures and organisational timescales are when processing customer financial transactions (AC2.1), when they would have to refer an issue to another person (AC2.3), the different methods of receiving financial information (AC2.5) and what the legal requirements, industry regulations, organisational policies and professional codes are when processing customers' financial transactions (AC2.6). Alternatively, a learner diary could be used to provide this evidence.

Question and answer (Q&A) should be used to assess the requirements of the knowledge assessment criteria in learning outcome 2 (e.g. AC2.2, AC2.4 and AC2.7). To achieve the knowledge assessment criteria, 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 learner could be asked to explain the organisation's customer service and complaints procedure (AC2.2), explain the sources of information and advice within the organisation (AC2.4), and explain the organisation's requirements relating to the application of codes, laws and regulatory requirements and their impact on their role (AC2.7).

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 47: Payroll Processing

Unit reference number: T/505/1238

Level: 2

Credit value: 5

Guided learning hours: 20

Unit type: Competence

Unit summary

Payroll processing is an important role within all organisations. It is vital that tax deductions, NI contributions, payslips, forms and payment schedules are completed accurately and on time.

In this unit you will learn and demonstrate how to use HMRC approved tools to calculate income tax, process NI contributions accurately, process voluntary deductions and non-standard statutory deductions and produce a P11, payslips and payment schedules.

You will also learn and demonstrate how to record and reconcile payments and deductions to employees and external agencies.

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 Be able to use HMRC approved tools to calculate income tax	<p>1.1 Apply the tax code for an employee from given information</p> <p>1.2 Process pre-tax deductions correctly</p> <p>1.3 Process accurately a variety of Tax Codes using HMRC approved tools:</p> <ul style="list-style-type: none">• standard suffix codes operated on a cumulative or non-cumulative basis• BR code operated on a cumulative basis• NT• OT• D0• D1 <p>1.4 Identify the authority required to change an employee's tax code and process the change accurately</p>
2 Be able to determine national insurance contributions to be deducted from gross pay	<p>2.1 Process accurately for NI categories A, C and D, using approved HMRC Tools:</p> <ul style="list-style-type: none">• employee NI contributions• employer NI Contributions
3 Be able to determine voluntary deductions and non-standard statutory deductions	<p>3.1 Process voluntary deductions in an appropriate way</p> <p>3.2 Process other statutory deductions:</p> <ul style="list-style-type: none">• Deductions from earnings orders• Scottish arrestment orders• Student loan repayments

Learning outcomes	Assessment criteria
<p>4 Be able to produce relevant pay period reports</p>	<p>4.1 Produce a P11 or equivalent</p> <p>4.2 Produce payslips or equivalent, to detail statutory, non-statutory and organisational information regarding employees' individual pay</p> <p>4.3 Produce payment schedules for different methods of making payments to employees</p>
<p>5 Be able to record and reconcile payments and deductions to employees and external agencies</p>	<p>5.1 Produce an internal payroll summary to record and itemise payments and deductions, including employer's NIC</p> <p>5.2 Reconcile payments and deductions made from employees pay with the total payroll</p> <p>5.3 Prepare Employer Payment Summaries in line with the tax authority's requirements</p>

Information for tutors

Suggested resources

Websites

www.hmrc.gov.uk/ – HM Revenue and Customs: information and tax, payroll processing and Employer Payment Summary

Assessment

This unit is internally assessed. 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

This unit must be assessed in the workplace in accordance with the Skills CFA Assessment Strategy for Business Administration, Customer Service and Management and Leadership 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.

The primary source of evidence for demonstrating achievement of learning outcomes 1, 2, 3, 4 and 5 is direct observation of the learner using payroll processing software, examination of work products and question and answer (Q&A) sessions. The learners work products could include spreadsheets, databases, notes, emails, forms and reports. Witness testimony could be used to confirm consistent performance as well as providing supporting evidence for AC1.1, AC1.4, AC3.1, AC3.2, AC4.1 and AC4.2.

Question and answer (Q&A) sessions should be used to provide further evidence for AC1.1, AC1.4, AC4.3, AC5.2 and AC5.3. For example, the learner could be asked to explain how to apply the tax code for an employee (AC1.1), who has the authority to change an employee's tax code (AC1.4), how to produce payment schedules for different methods of making payments to employees (AC4.3), how to reconcile payments and deductions from employees pay (AC5.2) and how to prepare Employer Payment Summaries ensuring they are in line with the tax authority's requirements (AC5.3). Alternatively, a learner diary could be used to provide this evidence.

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 48:

Process Information about Customers

Unit reference number: R/506/2134

Level: 2

Credit value: 3

Guided learning hours: 14

Unit type: Competence

Unit summary

Knowing how to process customer information is a key learning outcome for this unit. All organisations whether private, public or voluntary collect different types of data about their customers to identify their spending habits, how they use the services provided and the strengths and weaknesses in their business operations.

In this unit you will be able to develop your skills in validating customer information collected and how to process it in line with legal, regulatory and organisational requirements. You will also be able to develop and demonstrate an understanding of who is authorised to collect customer information and how this information can be used and stored whilst working in a customer service environment.

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 process customer information	<ul style="list-style-type: none">1.1 Describe the functions of customer information systems1.2 Explain the way in which legislation and regulatory requirements affect the processing of customer information1.3 Explain different responsibilities and levels of authority for processing customer service information1.4 Explain the reliability of sources of customer information1.5 Explain the validity of customer information
2 Be able to process customer information	<ul style="list-style-type: none">2.1 Record information about customers in line with organisational standards and procedures2.2 Keep customer information up to date2.3 Respond to requests for customer information from authorised people in a timely manner2.4 Retrieve customer information that meets the requirements of the request2.5 Supply customer information in a format appropriate for the recipient2.6 Adhere to organisational policies and procedures, legal and ethical requirements when processing customer information

AC1.1: Describe the functions of customer information systems

- *Customer service information systems:* e.g. records, files, forms, orders, correspondence, databases, specialist software
- *Functions:* identifies customer buying/user habits; stores data; enables quick identification of customer information; tracks interactions between organisation and customer; enables organisations to identify weaknesses and implement improvements; helps organisation to identify strengths/competitive advantage

AC1.2: Explain the way in which legislation and regulatory requirements affect the processing of customer information

- *Legislation and regulations:* Data Protection Act 1998 protects how personal information or data is used and stored
- *Effect on processing:* data stored according to legislation; sharing of information is restricted and controlled; disclosing of information (confidentiality/security)

AC1.3: Explain different responsibilities and levels of authority for processing customer service information

- *Responsibilities:* to obtain fairly and use only for the purpose that was originally intended; to keep accurate and kept up to date; not to keep for longer than is necessary; to keep data securely; not to transfer outside the Economic European Area unless that country has adequate levels of protection
- *Levels of authority:* staff, e.g. manager, supervisor, customer service advisor, Data Controller; within job role/responsibilities; those who have been given permission by the customer

AC1.4: Explain the reliability of sources of customer information

- *Sources:* customers (internal, external); suppliers; specialists; records (electronic, paper)
- *Reliability:* source (trustworthy, qualified); knowledge/understanding; relevant to task; sufficient

AC1.5: Explain the validity of customer information

- *Validity:* specifically meets requirement of the task; provides the correct information; up to date, reliable/authentic source

Information for tutors

Suggested resources

Books

Kamin M - *10 Steps to Successful Customer Service* (ASTD Press, 2010)
ISBN 1562865900

McManu S - *The Customer Service Pocket Book* (Management Pocket Books Ltd, 2013) ISBN 978190661055

Websites

www.bbc.co.uk/schools/gcsebitesize - BBC schools: information relating to consumer rights and legislation

www.gov.uk – UK government's Equality Advisory Service: information relating to the Data Protection Act

www.ico.org.uk/ – Information Commissioners Office: information regarding data protection legislation

www.instituteofcustomerservice.com – Institute of Customer Service: information specifically related to the customer service sector which contains an excellent glossary of customer service terms.

Other

Customer Focus – magazine produced by the Institute of Customer Service: information relating to customer service practice including topical issues relating to the customer service industry

Assessment

This unit is internally assessed. 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

This unit must be assessed in the workplace in accordance with the Skills CFA Assessment Strategy for Business Administration, Customer Service and Management and Leadership 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 requirements. Centres can adapt the guidance as appropriate for learners and the particular assessment context.

The primary source of evidence for demonstrating achievement of this unit is direct observation of the learner carrying out their work activities in the workplace relating to processing information about customers. The information could be from either paper or electronic sources and in a format either familiar to the learner or according to organisational standards and procedures.

Evidence from direct observation could be supported by examining work products that link to the activity completed; whether recording, storing, responding, amending or supplying (e.g. emails, letters, file notes, reports produced by the learner) – this provides further evidence to meet the requirements, for example AC2.1, AC2.2, AC2.3, AC2.4 and AC2.5. Witness testimony would also strengthen and support the evidence collected from direct observations, particularly against AC2.6 and this could be presented as a written statement, dictated statement or recorded electronically using a digital voice recorder (DVR).

The assessment of knowledge should be linked with the assessment of the learner's competence where possible. Planned question and answer (Q&A) sessions, professional discussions and learner statements are also valid assessment methods and can be used to corroborate learners' competence against AC2.4 as well as meet 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 response for AC1.2 and AC1.3 must have sufficient detail about regulatory and legislative requirements that affect how customer information is processed and also provide sufficient detail about their workplace policies and procedures that affect the way this information is collected, stored and used.

Evidence or recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 49:

Develop Customer Relationships

Unit reference number: Y/506/2149

Level: 2

Credit value: 3

Guided learning hours: 18

Unit type: Competence

Unit summary

Developing customer relationships is a vital part of any customer service role. It is important that it is carried out positively and professionally in order to meet the needs and expectations of the customer, to gain customer loyalty and to present a positive image of the organisation.

In this unit you will learn how to develop customer relationships by learning about relationship management systems and processes in place that help you to meet customer expectations over time. You will gain understanding of what customer loyalty and retention are, and their value to an organisation. Finally, you will find out what you can and cannot offer customers within the limits of your own authority.

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 develop customer relationships	<ul style="list-style-type: none">1.1 Describe the importance of developing relationships with customers1.2 Explain the value of customer loyalty and retention1.3 Explain how customers' expectations may change over time1.4 Explain the use of customer feedback as a means of developing customer relationships1.5 Explain the limits of their own authority to make alternative service offers to customers1.6 Describe the use of Customer Relationship Management systems and processes to meet customers' expectations1.7 Explain the importance of regular communication in the development of both internal and external customer relationships
2 Be able to develop relationships with customers	<ul style="list-style-type: none">2.1 Give help and information that meets or exceeds customers' expectations2.2 Identify new ways of helping customers based on their feedback2.3 Share feedback from customers with others2.4 Identify added value that the organisation could offer customers2.5 Bring to customers' attention products or services that may interest them

Unit amplification

AC1.1: Describe the importance of developing relationships with customers

- *Importance:* e.g. customer loyalty, customer retention, increased revenue, customer satisfaction

AC1.2: Explain the value of customer loyalty and retention

- *Customer loyalty and customer retention:* definitions; impact of customer loyalty on customer retention
- *Value of customer loyalty and retention:* e.g. reduced costs, repeat business, increased profit, reduced risk, improved reputation

AC1.3: Explain how customers' expectations may change over time

- *Change in customer expectations:* explicit, e.g. mental targets for a product's performance; implicit, e.g. comparison of an organisation's products/services against other organisations' products/services, situational expectations, interpersonal expectations, evolution of product/services over time

AC1.4: Explain the use of customer feedback as a means of developing customer relationships

- *Use of customer feedback:* service improvement, e.g. identify service strengths that can be built on and applied widely, identify areas for improvement, identify ways of improving; staffing, e.g. aids staff morale, staff development; encourages innovation

AC1.5: Explain the limits of their own authority to make alternative service offers to customers

- *Limits of own authority:* authority within the organisation to enable the decision-making process; relevant knowledge to be able to make an alternative service offer

AC1.6: Describe the use of Customer Relationship Management systems and processes to meet customers' expectations

- *Customer Relationship Management system (CRM):* definition; management of customer facing activities
- *Use of CRM systems and processes:* shifts the focus from product to customer; streamlines offers to what the customer requires; helps to reduce staff stress; aids the buying and selling process; helps with organisational cultural change

AC1.7: Explain the importance of regular communication in the development of both internal and external customer relationships

- *Importance of regular communication:*
 - o Internal customer relationship: e.g. keeps staff up to date, allows for a seamless customer service relationship, shared ownership, empowers staff to develop positive customer relationships
 - o External customer relationship: e.g. open and honest communication, enhances feelings of loyalty and value

Information for tutors

Suggested resources

Books

Harris E K – *Customer Service: A Practical Approach* (5th edition) (Prentice Hall, 2009) ISBN 9780135109311

Leland K and Bailey K – *Customer Service for Dummies* (3rd edition) (Wiley Publishing Inc, 2011) ISBN 9780471768692

Lucas R W – *Customer Service Skills for Success* (5th edition) (McGraw-Hill Higher Education, 2011) ISBN 9780071277501

Websites

www.businessballs.com – Business Balls: information on management and customer relationship management

www.simplybusiness.co.uk – Simply Business: information on customer retention and loyalty

Assessment

This unit is internally assessed. 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

This unit must be assessed in the workplace in accordance with the Skills CFA Assessment Strategy for Business Administration, Customer Service and Management and Leadership 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 of the unit. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

Observation is the main source of evidence for this unit. The evidence can come from observations of the learner interacting with internal and external customers. Alternatively, a professional discussion could be held with the learner to discuss different situations where they have developed relationships with customers. This could be supported with a witness testimony from a team leader or a colleague which could be used to corroborate the competence of the learner.

Product evidence, for example emails, letters, promotional materials produced by the learner in order to develop customer relationships, seen during an observed performance or professional discussion, must be evaluated and commented on by the assessor. Professional discussion and questioning are suitable and appropriate assessment methods to confirm the knowledge of the learner for learning outcome 1. However, to demonstrate their knowledge level for learning outcome 1 (AC 1.1 to 1.7) learners may be more comfortable with writing a statement, this is acceptable as long as the learners' responses are at the appropriate breadth and depth to meet the level of demand of the knowledge assessment criteria. For example, AC1.2 asks for an explanation of the value of customer loyalty and retention, so definitions or descriptions of customer loyalty and retention would not meet the assessment criteria sufficiently. Learners need to show that they understand the importance of customer loyalty and customer retention and the effect on the organisation.

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 50:

Understand the Use of Research in Business

Unit reference number: A/506/1818

Level: 2

Credit value: 6

Guided learning hours: 40

Unit type: Knowledge

Unit summary

Carrying out research can occur in a variety of ways for a variety of reasons, and the results can help drive the organisation forward and ensure that it keeps its competitive advantage in key markets. The job of researching often falls on the business administrator and it is important to understand different types of research and their uses in a business environment.

In this unit you will learn how to plan to research to ensure that the results created are valid, reliable and can be used to make key business decisions. You will also consider the different types of research that are available and decide which one would be the most suitable for the research that is required.

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 research process	<ul style="list-style-type: none">1.1 Describe the main stages in the research process1.2 Explain the importance of scoping research and setting the research objectives1.3 Explain the importance of identifying the limitations of research methods1.4 Explain the difference between primary and secondary research1.5 Describe the difference between quantitative and qualitative research methods1.6 Describe the advantages and disadvantages of different research methods1.7 Describe the use of different analytical techniques in the research process1.8 Explain the importance of validity and reliability in the research process

Learning outcomes	Assessment criteria
<p>2 Understand how to use research in business</p>	<p>2.1 Outline the limitations of applying research outcomes</p> <p>2.2 Explain why and how to use sources of current and archived business information</p> <p>2.3 Explain how to validate research information</p> <p>2.4 Describe the purpose and applications of research in business</p> <p>2.5 Describe organisational conventions and formats for presenting research reports</p> <p>2.6 Explain the organisational policy for acknowledging sources of information</p> <p>2.7 Explain ways in which ethics can affect the conduct and use of research</p>

AC1.1: Describe the main stages in the research process

- *Main stages in the research process:* creating a plan for research along with the overall aim of the research; reviewing different sources; define objectives; setting a timescale for the research

AC1.2: Explain the importance of scoping research and setting the research objective

- *Importance of scoping research:* help focus research; planning methods and tools that will be used
- *Importance of setting research objective:* broad or specific objectives; focuses research; guides researcher on information that needs to be collected

AC1.3: Explain the importance of identifying the limitations of research methods

- *Importance of identifying the limitations:* type of information needed; costs attached relative to research purpose; creditability of respondents; effects of sampling approach; generalisability of outcomes

AC1.4: Explain the difference between primary and secondary research

- *Primary research:* new research carried out to answer specific issues or questions, e.g. questionnaires, small focus groups
- *Secondary research:* research already carried out which is available to use by the public, e.g. reports, the internet

AC1.5: Describe the difference between quantitative and qualitative research methods

- *Quantitative research:* generation of numerical data to provide statistics; data collection can be varied, e.g. online surveys, telephone interviews
- *Qualitative research:* exploratory research; used to gain insight into opinions or motivation or to identify trends

AC1.6: Describe the advantages and disadvantages of different research methods

- *Research methods:* primary, e.g. survey, test marketing, focus groups, observation; secondary, e.g. customer database, existing marketing research results, government data

AC1.7: Describe the use of different analytical techniques in the research process

- *Use of different analytical techniques:* examination of similarities or trends between pieces of research; sub-dividing research into relevant categories

AC1.8: Explain the importance of validity and reliability in the research process

- *Validity:* research carried out within strict parameters which gives it credibility; how well a chosen research method measures what it is required to measure
- *Reliability:* ensuring the chosen research tool creates stability and consistency across time; accuracy; the ability to measure something

AC2.1: Outline the limitations of applying research outcomes

- *Limitations of applying research outcomes:* lack of generalisability, e.g. unrepresentative sampling; cultural differences; contextual factors

AC2.2: Explain why and how to use sources of current and archived business information

- *Why use sources of current and archived business information:* to give a balanced view of different resources available which will help solve the problem
- *Current:* internet; websites; industrial specific journals/newspapers; reports
- *Archived:* resources which have a cost attached to them; reports from previous years; data from previous years

AC2.3: Explain how to validate research information

- *Validate of information:* principles, e.g. accuracy, quality of sources, current; methods, e.g. review credibility of source, triangulation, fitness for purpose

AC2.4: Describe the purpose and applications of research in business

- *Purpose of research:* to give the organisation a competitive edge; to find out customers views
- *Applications:* to make key decisions in a business situation; to identify new products or services the organisation could offer

AC2.5: Describe organisational conventions and formats for presenting research reports

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

- *Conventions:* e.g. amplification around types of reports and report format

AC2.6: Explain the organisational policy for acknowledging sources of 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

AC2.7: Explain ways in which ethics can affect the conduct and use of research

- *Ways in which ethics can affect the conduct and use of research:* discrimination; copyright; if research harms others, the environment or property; if it uses deception; if information has been gathered without consent being given; if confidentiality has been ignored; if rewards or bribes have been offered

Information for tutors

Suggested resources

Books

Carysforth C – *Administration NVQ Level 2* (Heinemann, 2006)
ISBN 9780435463335

Assessment

This unit is internally assessed. 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.

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.

To achieve AC1.1, AC1.2, AC1.3, AC1.4, AC1.5, AC1.6, AC1.7, AC1.8 and AC2.3, learners need to focus on the research process. They will need to describe the main stages in the research process (AC1.1), giving at least three reasons explain the importance of scoping research and setting the research objective (AC1.2), giving three reasons explain the importance of identifying the limitations of research methods (AC1.3), explain the difference between primary and secondary research (AC1.4) and describe the difference between quantitative and qualitative research methods (AC1.5).

To achieve AC1.6, AC1.7, AC1.8 and AC2.3, learners need to focus on the advantages of different research methods, the use of different analytical techniques, the importance of validity and reliability in the research process and how to validate research information. Giving three reasons for AC1.6, AC1.7, AC1.8 and AC2.3 will help ensure the learner has evidenced their knowledge sufficiently.

To achieve learning outcome 2, learners need to move the focus of their presentations onto the use of research in business. Learners need to outline the limitations of applying research outcomes (AC2.1) and explain why and how to use sources of current and archived business information (AC2.2). Again, giving multiple examples will help ensure the learner is evidencing their knowledge sufficiently

To achieve AC2.4, AC2.5 and AC2.7, learners need to describe the purpose and applications of research in business, describe the organisational conventions and formats for presenting research reports and explain ways in which ethics can affect the conduct and use of research.

To achieve AC2.6, learners need to use the organisation they work in or should be allocate a theoretical organisation. It is recommended that learners' do not reproduce large chunks of information verbatim from company handbooks, legislation or websites, but try to contextualise it.

Learners' responses must be at the appropriate breadth and depth to meet the level of demand of the assessment criteria. Question and answer (Q&A) sessions could be used to corroborate the learners' knowledge for any of the assessment criteria.

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 51:

Understand the Legal Context of Business

Unit reference number: D/506/1939

Level: 3

Credit value: 6

Guided learning hours: 44

Unit type: Knowledge

Unit summary

It is vitally important that all businesses are aware of legislation, the legal context in which they operate, and their legal responsibilities. Legislation is designed to stop businesses from being harmed by the illegal acts of competitors, customers, suppliers, employees and even government. Legislation has an impact on all aspects of a business' operation, whether it relates to how the business is structured, how the business conducts its relationships with others or how it employs staff.

In this unit, you will learn about the legal framework in which businesses operate and how government departments and agencies influence and enforce policies that affect everyday business operations. You will develop understanding of corporate governance and statutory legal requirements across all aspects of business. You will explore the importance of agreeing contracts for people, products and services and the legal considerations that need to be taken into account when forming contractual agreements with others. In a business context, you will confirm the differences between neglect and liability and understand how they have an impact on the organisation and others.

Employment law is one of the most complex legal areas of a business and with the most significant consequences. You will focus on your understanding of the rights and responsibilities of employers, and the importance, value and content of typical contracts of employment, including variations that meet the needs of a range of workers, and working arrangements. You will explore the legal requirements for a business in relation to workplace health and safety and legislation that prevents discrimination 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 Understand the legal framework within which businesses operate	<ul style="list-style-type: none">1.1 Explain the legal requirements of different types of business1.2 Describe the roles and powers of government departments and agencies in regulating business1.3 Explain the legal provisions relating to intellectual property
2 Understand the principles of business governance	<ul style="list-style-type: none">2.1 Explain the corporate governance statutory framework of a business2.2 Explain the roles and responsibilities of an organisation's governing body2.3 Explain the financial reporting requirements of an organisation
3 Understand how contract law affects a business	<ul style="list-style-type: none">3.1 Explain the elements of a valid business contract3.2 Analyse different types of contracts3.3 Explain the difference between negligence and liability3.4 Explain the liabilities and entitlements of sellers and purchasers of goods and services

Learning outcomes	Assessment criteria
<p>4 Understand the requirements of employment law</p>	<p>4.1 Describe the sources, institutions and enforcement systems for individual employment rights</p> <p>4.2 Explain the features of types of worker and employment contracts for service</p> <p>4.3 Explain the implications of contracts of service and contracts for service</p> <p>4.4 Explain the implications of different types of employment status</p> <p>4.5 Explain the requirements for an organisation for health and safety</p> <p>4.6 Explain the requirements for an organisation for equality and diversity</p> <p>4.7 Explain the implications for an organisation of wrongful dismissal, unfair dismissal and redundancy</p> <p>4.8 Describe the impact of human rights legislation on the employment relationship</p>

AC1.1: Explain the legal requirements of different types of business

- *Types of business:* sole trader, e.g. partnership, company; private limited company (Ltd); franchises; workers cooperative; limited liability partnership (LLP); public limited company (PLC)
- *Legal requirements:*
 - o Intellectual property: trademarks; copyrights; patents
 - o Trading laws: Trade Descriptions Act 1968; Sale of Goods Act 1979; Supply of Goods and Services Act 1982; Data Protection Act 1998; Consumer Protection Act 1987; Price Marking Order 2004
 - o Insurance: employers' liability (ELI); public liability (PLI), indemnity; motor; insurance relating to specialist equipment
 - o Tax liabilities (HMRC): Inland Revenue; Customs and Excise
 - o Health and safety: Health and Safety at Work Act 1974; Health and Safety at Work Regulations 1999; Manual Handling Operations Regulations 1992; Health and Safety (Display Screen Equipment) Regulations 1992; Workplace (Health, Safety and Welfare) Regulations 1992; Working Time Regulations 1998; Control of Substances Hazardous to Health (COSHH) 2002; Equality Act 2010; Reporting of Injuries Diseases and Dangerous Occurrences Regulations 2013
 - o Equality and diversity: Equality Act 2010
 - o Discipline and grievances at work: ACAS disciplinary and grievances code of practice 2009; Trade Union and Labour Relations (Consolidation) Act 1992

AC1.2: Describe the roles and powers of government departments and agencies in regulating business

- *Government departments and agencies:*
 - o Attorney General's Office: e.g. Criminal Prosecution Service, serious fraud
 - o Business related departments: Department for Business, Innovation and Skills (BIS); Land Registry; Companies House; Skills Funding Agency (SFA)
 - o Department for Communities and Local Government: e.g. Planning Inspectorate, building regulations
 - o Department for Environment, Food and Rural Affairs: e.g. Environment Agency
 - o Department for Work and Pensions: with oversight for the Health and Safety Executive; Independent Living Fund; Pensions Advisory Service
 - o Department of Health: Public health; NHS
 - o Home Office: Disclosure and Barring Service; Immigration
- *Roles of government departments and agencies:* providing government services; creating legislation; providing funding; providing sources of information; maintaining regulatory authorities; appointment of ombudsmen
- *Powers of government departments and agencies:* agreeing new policies; enforcement of policies; creation and enforcement of legislation; issuing licenses; taking measures for public health and safety
- *Role of local authority:* setting business rates; grants and funding; granting licenses and permits for business activity; enforcement, e.g. health and safety, planning authority, building regulations, environmental health, fair trading, licensing, product safety, consumer credit; advice and guidance
- *Powers of local authority:* regulation; formal enforcement notices; prosecution; license or permit revocation; seizure of goods; cessation of business activity

AC1.3: Explain the legal provisions relating to intellectual property

- *Intellectual property:* definition; protection of inventions; patents and role of Patent Office (UK); copyright; trademarks and business names; role of Intellectual Property Office (IPO); European Union Patent Office
- *Infringement of intellectual property rights:* unauthorised use of intellectual property; patent hearings; copyright tribunal; passing off

AC2.1: Explain the corporate governance statutory framework of a business

- *Statutory framework of a business:* legal; self-regulatory; the Companies Act 2006
- *Corporate governance:* a corporations rights, duties and obligations; board structure and membership; board management; directors remuneration; financial controls; accountability and audit; relations with shareholders

AC2.2: Explain the roles and responsibilities of an organisation's governing body

- *Governing bodies:* Board of Governors; Board of Directors
- *Roles and responsibilities:* establishing policies and objectives; appointment and performance management of the chief executive; accountability for financial resources; approving annual budgets; accounting for company performance; remuneration of company management

AC2.3: Explain the financial reporting requirements of an organisation

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

- *Generic knowledge:*
 - o User groups: owners; managers; employees; suppliers; customers; lenders; government; potential investors; different needs from financial statements
 - o Reporting requirements: profitability; liquidity; cashflow; job security; Accounting Standards Board (ASBs) statement of principles; International Accounting Standards Board (IASBs) framework for the presentation of financial statements
 - o Legislation: current legislation, e.g. Companies Acts 1985, 1989 and 2006, Partnership Act 1890, European directives
 - o Other regulations: International Accounting Standards (IASs); International Financial Reporting Standards and the main differences from UK Statements of Standard Accounting Practice (SSAPs) and Financial Reporting Standards (FRSs); The Accounting Standards Board (ASB)

AC3.1: Explain the elements of a valid business contract

- *Business contract:* common definition of contract; elements of a valid contract, e.g. offer and acceptance, intention to create legal relations, lawful consideration, capacity, legal formalities
- *Matters covered in a contract:* parties of the contract; contract date; definitions used in the contract; goods and services being provided or received; payment amount and payment date; interest on late payments; delivery dates or performance date for services; insurance promises; guarantee promises; termination dates; renewal terms; damages for breach of contract; special considerations

AC3.2: Analyse different types of contracts

- *Types of contract:* sale and purchase of a business agreement; partnership agreements; leases of a business premises; leases of plant and equipment; employment agreements

AC3.3: Explain the difference between negligence and liability

- *Negligence:* common definition in law
- *Liability:* common definition in law
- *Differences:* responsibility; lack of responsibility

AC3.4: Explain the liabilities and entitlements of sellers and purchasers of goods and services

- *Sale of goods:* statutory implied terms; transfer of property and possession; seller's remedies against the buyer; consumer's remedies against the seller; relevant legislation, e.g. Sale of Goods Act 1979, Trade Descriptions Act 1968, Price Marking Order 2004
- *Supply of services:* statutory implied terms; seller's remedies; consumer's remedies; relevant legislation, e.g. Consumer Protection Act 1987, Supply of Goods and Services Act 1982
- *Product liability:* defective goods; consumer remedies against the producer of defective goods; relevant legislation, e.g. Sale of Goods Act 1979

AC4.1: Describe the sources, institutions and enforcement systems for individual employment rights

- *Individual employment rights:* time off, e.g. annual leave maternity/paternity leave, absences, sickness; working hours; flexible working, e.g. childcare; minimum wage; redundancy; unfair dismissal; grievance procedures; terms and conditions of employment
- *Sources of employment law:* UK primary and secondary legislation; European Union (EU) directives and regulations; common law
- *Institutions and enforcement systems:* courts and tribunals; Advisory, Conciliation and Arbitration Service (ACAS); Equality and Human Rights Commission (EHRC)

AC4.2: Explain the features of types of worker and employment contracts for service

- *Types of worker and employment contracts:* full time and part time contracts; fixed term contracts; agency staff; freelance, consultants and contractors; zero-hours contracts; employment of family, young people and volunteers
- *Features of contracts for service:* main points, e.g. pay, working hours, holidays, sickness, notice period, pension scheme; purpose, e.g. agreement between employer and employee or worker, employment rights and responsibilities, duties

AC4.3: Explain the implications of contracts of service and contracts for service

- *Contracts of service:* relates to a person in employment; an 'employee' for payroll and employment rights purposes; a 'worker' for other employment rights purposes; 'mutuality of obligation'; employee to perform work as directed; the employer to pay for the work performed; 'degree of control' exercised by the employer over the work performed by the employee
- *Contracts for service:* relates to a person who is self-employed; who provides services to clients; neither an employee or a worker; business-to-business relationship
- *Implications:* legal protection; compensations and benefits; tax and insurance matters; health and safety matters

AC4.4: Explain the implications of different types of employment status

- *Types of employment status:* employees, e.g. hired directly by the organisation; workers, e.g. casual, seasonal, freelance, contractors, volunteers; self-employed
- *Implications:* job security; flexibility; access to benefits; work patterns, e.g. many of the differences identified under contracts of/contracts for service

AC4.5: Explain the requirements for an organisation for health and safety

- *Organisational requirements for health and safety:* compliance with relevant health and safety legislation; implementation of legal processes, documents and notices, e.g. health and safety policy; displaying and sharing health and safety information; maintaining a safe workplace, e.g. risk assessment, equipment testing; allocating staff responsibilities, e.g. health and safety officers, fire wardens, first aiders; duty of care; occupational health practices and policies; management of ill health at work; accidents at work; ergonomics; stress and stress management

AC4.6: Explain the requirements for an organisation for equality and diversity

- *Discrimination in employment:* forms of discrimination, e.g. gender, ethnicity, religion, disability, age, sexual orientation, education
- *Organisation requirements for equality and diversity:* workplace equal opportunities practices and initiatives, e.g. Opportunity 2000 and Positive Action; codes of practice; implementing policy, staff awareness training; monitoring
- *The legislative framework:* direct and indirect discrimination; current legislation, e.g. Equality Act 2010

AC4.7: Explain the implications for an organisation of wrongful dismissal, unfair dismissal and redundancy

- *Wrongful dismissal:* employer breaks terms of contract
- *Unfair dismissal:* fictitious/unfair reason for dismissal; employer behaved unreasonably
- *Redundancy:* business insolvency; business takeover; business restructure, e.g. role no longer exists
- *Management of exit:* procedures, e.g. resignation, dismissal, redundancy; compliance with legal and regulatory framework; support, e.g. counselling, training, job hunting
- *Implications:* demoralised surviving workforce; employment tribunal cases; compensation claims; reputation; business sustainability

AC4.8: Describe the impact of human rights legislation on the employment relationship

- *Human rights:* legislation, e.g. Human Rights Act 1998; identified rights, e.g. right to life, right to liberty and security, right to a fair trial, respect for your private and family life, home and correspondence, freedom of thought, belief and religion, freedom of expression, right to marry and start a family, right to education; protection from discrimination in respect of these rights and freedoms
- *Employment relationships:* e.g. how workplaces are managed and organised, individual and collective representation at work, trade union recognition and membership; dispute resolution; fair treatment at work; family-friendly policies; employment equality, selection and recruitment; how learning and training activities are undertaken; adoption of high involvement management practices

Information for tutors

Suggested resources

Books

Cushway B – *The Employers' Handbook 2014-15: An Essential Guide to Employment Law, Personnel Policies and Procedures* (10th edition) (Kogan Page, 2014) ISBN 9780749472153

Jones L – *Introduction to Business Law* (2nd edition) (Oxford University Press, 2013) ISBN 9780199662876

Websites

www.acas.gov.uk – The Advisory, Conciliation and Arbitration Service: information, advice, training, conciliation and other services for employers and employees to help prevent or resolve workplace problems

www.hse.gov.uk – Health and Safety Executive: information and guidance on workplace health and safety

www.legislation.gov.uk – Managed by the National Archives: information on all legislation passed by UK government

Assessment

This unit is internally assessed. 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.

This unit focuses solely on knowledge, therefore learners undertaking this unit will be required to carry out a range of research activities to explore the legal requirements of a business. Assessors are encouraged to plan research activities across the scope of the unit with learners before beginning formal assessment of knowledge and understanding of the legal contexts of business. Learners should be encouraged to compile and submit research notes as valid evidence towards achievement of the unit.

For learning outcome 1, learners should be able to identify relevant legislation and also confirm that they understand the key principles and requirements it and how they are applied in the context of the learner's organisation. Assessors should consider capturing evidence of knowledge and understanding through well-structured and pre-planned professional discussions or question and answer (Q&A) sessions that could be recorded using audio visual devices. Alternatively, in response to AC1.1, AC1.2 and AC1.3, learners could choose to record outcomes of their research and present reflective accounts of, for example, the organisation's use of intellectual property.

For AC2.1 and AC2.2, as these criteria provide good links between organisation and corporate governance requirements, opportunities may be available to assess holistically. Learners may have workplace access to organisational declarations of intent as well as relevant policies relating to compliance and governance. This work-product evidence could provide a good basis for assessment.

AC2.3 gives learners the opportunity for professional discussion on their interactions with financial reporting mechanisms, for example accounts, taxation and audit requirements. Learners are expected to recall requirements of the Inland Revenue and Customs and Excise.

For learning outcome 3, learners could choose to capture their knowledge of the requirements of business contracts through annotation of written contracts. Alternatively, for learning outcome 3, reflective accounts and professional discussions can be used. Learning outcome 3 can be assessed in conjunction with AC4.2 and AC4.3.

Learning outcome 4 can be assessed in conjunction with other employment rights and responsibilities units. Assessors are required to ensure that holistic assessment of all learning outcome 4 assessment criteria captures the requirements of each assessment criterion therefore supportive assessments such as professional discussion or question and answer (Q&A) sessions may be required. Learners could choose to present organisational human resources policies and procedures as supplementary evidence against this learning outcome.

Alternatively, in a classroom-based environment, all the learning outcomes could be assessed through methods such as written assignments, presentations and case studies.

Evidence of Recognition of Prior Learning (RPL) can be used in the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 52:

Principles of Marketing Theory

Unit reference number: D/502/9928

Level: 2

Credit value: 4

Guided learning hours: 30

Unit type: Knowledge

Unit summary

Marketing plays an important role in helping organisations gain market share, develop new products that customers want, influence potential customers to use an organisation and inform the public on an organisation, their products and services.

In this unit you will learn how to segment the market including understanding how a range of products may appeal to different market segments, the importance of valid and reliable marketing data to segment the market and the use of Customer Relationship Management activities and systems.

You will also learn the value of marketing including the role marketing plays in enhancing the sale of products and/or services, the significance of customer loyalty to the achievement of marketing objectives, the factors to be taken into account when assessing the cost and value of marketing activities and the significance of brand and reputation to sales performance.

Finally, you will learn how organisations use socially responsible marketing.

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 segment the market	<ul style="list-style-type: none">1.1 Explain the importance of defining market segments1.2 Describe the difference between market segments and customer classifications1.3 Explain how to cluster customers with similar characteristics1.4 Describe how a range of products may appeal to different market segments1.5 Describe the importance of valid and reliable marketing data to segmenting the market1.6 Explain the strengths and weaknesses of different marketing data collection methods1.7 Describe the use of Customer Relationship Management (CRM) activities and systems
2 Understand the value of marketing	<ul style="list-style-type: none">2.1 Describe the role of marketing in enhancing the sale of products and/or services2.2 Explain the significance of customer loyalty to the achievement of marketing objectives2.3 Explain the role of performance indicators and evaluation arrangements2.4 Describe the factors to be taken into account when assessing the cost and value of marketing activities2.5 Explain the significance of brand and reputation to sales performance

Learning outcomes	Assessment criteria
<p>3 Understand the principles of socially responsible marketing</p>	<p>3.1 Explain the scope and purpose of socially responsible marketing</p> <p>3.2 Explain the importance of involving stakeholders in socially responsible marketing activities</p> <p>3.3 Explain how core values are expressed through coherent branding and chosen communication methods</p> <p>3.4 Explain the requirements of socially responsible marketing campaigns</p>

AC1.1: Explain the importance of defining market segments

- *Importance of defining market segments:* identify potential target customers; avoid waste of effort and resources in targeting customers unlikely to buy your products; assess segment viability and enable segment to be selected for targeting, e.g. size, sustainability, profitability, accessibility

AC1.2: Describe the difference between market segments and customer classifications

- *Market segments:* homogeneous groups of customers likely to respond in a similar and predictable way to marketing stimuli
- *Customer classifications:* assigning particular attitudes, traits and/or behaviours to a customer type

AC1.3: Explain how to cluster customers with similar characteristics

- *Different bases of classification:* socio-economic; demographic; geographic; psychographic; behavioural
- Combination of classifications as a more complete approach

AC1.4: Describe how a range of products may appeal to different market segments

- *How a range of products may appeal:* products are differentiated by image, design, price level and/or functionality; consumers make decisions based on their particular needs, e.g. price, quality, status

AC1.5: Describe the importance of valid and reliable marketing data to segmenting the market

- *Importance of valid and reliable marketing data:* understand potential market; assess appropriateness of design, advertisements, pricing; to avoid waste of resources

AC1.6: Explain the strengths and weaknesses of different marketing data collection methods

- *Strengths and weaknesses of different marketing data collection methods:* value of data in providing background information and trend analysis; relevance and reliability of sources of secondary data; size of data collected; time over which data was collected; open or closed questions; remote or personal

AC1.7: Describe the use of Customer Relationship Management (CRM) activities and systems

- *Use of CRM activities and systems:* relationship marketing as a way of maintaining and building long-term relationships with customers; a way of gathering marketing information; develop marketing strategies and encourage brand loyalty
- *CRM systems in practice:* e.g. loyalty cards as a way of encouraging repeat custom

AC2.1: Describe the role of marketing in enhancing the sale of products and/or services

- *Role of marketing in enhancing the sale of products and/or services:*
 - o The 4Ps of the marketing mix (product, price, promotion, place)
 - o The 7Ps of the extended-service mix (product, price, promotion, place, people, processes, physical evidence)
 - o How the mix is integrated
 - o How to use factors other than pricing to persuade consumers to buy e.g. unique selling points, promotion of image
 - o How to meet customer needs and expectations through promotion/product development/distribution decisions
 - o How to use relationship marketing to encourage loyalty

AC2.2: Explain the significance of customer loyalty to the achievement of marketing objectives

- *Significance of customer loyalty:* retaining customers is less expensive than trying to gain new ones; adding value e.g. through brand extension/new product development in response to demand

AC2.3: Explain the role of performance indicators and evaluation arrangements

- *Role of performance indicators:* allow performance to be measured against outcomes e.g. planned sales over a specific time period
- *Role of evaluation arrangements:* part of planning cycle (plan, implement, review, amend); identify when corrective measures might need to be taken

AC2.4: Describe the factors to be taken into account when assessing the cost and value of marketing activities

- *Factors to be taken into account:* cost of activities; timing of activities; scheduling of activities to support each other, e.g. PR and advertising campaign to support new product launch; setting objectives to measure financial performance, e.g. sales promotion campaign

AC2.5: Explain the significance of brand and reputation to sales performance

- *Significance of brand and reputation to sales:* strong brands can add value for the company through increased sales, word of mouth increasing customer base; damaged reputation can seriously affect the value of brands through loss of consumers, word of mouth

AC3.1: Explain the scope and purpose of socially responsible marketing

- *Scope of socially responsible marketing:* methods e.g. advertising (television, radio, newspaper); stakeholders interests are considered
- *Purpose of socially responsible marketing:* shows organisation is also driven by social and ethical issues not just profit; reinforces the benefit to consumer

AC3.2: Explain the importance of involving stakeholders in socially responsible marketing activities

- *Importance of involving stakeholders:* enhancing corporate image; increases customer awareness of wider social issues

AC3.3: Explain how core values are expressed through coherent branding and chosen communication methods

- *How core values are expressed:*
 - o Use of language: slogans or product descriptions
 - o Use of visual images, colours and music to convey emotion and consistency of image and values
 - o Use of narrative: food producers and/or retailers explaining how animals are reared or products grown

AC3.4: Explain the requirements of socially responsible marketing campaigns

- *Requirements of socially responsible marketing campaigns:* ensure standards regarding particular social responsibilities are followed; avoid marketing campaigns that have negative impact, e.g. on health, on the environment; monitor performance of the campaign against social responsibility objectives; use marketing communications to reinforce social responsibility

Information for tutors

Suggested resources

Books

Dibb S and Simkin L – *Marketing Essentials* (Cengage Learning, 2008)
ISBN 9781408011508

Websites

www.cim.co.uk – Chartered Institute of Marketing: organisation for professional marketers

www.marketingteacher.com – Marketing Teacher: teaching resources on marketing

Other

International Journal of Marketing

Journal of Marketing

Assessment

This unit is internally assessed. 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 assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

For all assessment criteria, assessment evidence could be presented as a written report on a particular organisation or comparison of organisation. Learning outcomes could also be covered by a written report covering some of the assessment criteria, supported by an oral or poster presentation covering the rest. Learners could choose their own organisation to investigate or they could be given a specific scenario, depending on available resources and learners' needs/interests.

For learning outcome 1, learners must show they understand the importance of segmentation and the consequences of failing to segment accurately. AC1.1, 1.2, 1.3 and 1.4 should preferably be assessed together. The idea of segmentation and targeting through differentiation is fundamental to success in marketing so this should be the focus of the assessment.

For assessment criterion 1.1, learners' explanations should include a comparison of how different specific organisations target differently.

For AC1.2, 1.3 and 1.4, learners need to show that they understand that, in practice, classifications are a shorthand, or simplification, for trying to describe the target customer in a meaningful way, and that there are different ways of doing this. So a mixture of different approaches to classify customers is more likely to be used in practice. Learners must show some awareness, not just about what the companies do, but also why.

Because segmentation is based on information gathered from the market, to meet AC1.5 and 1.6, learners should explain how companies can carry out market research to inform this process, highlighting the importance of ensuring that good quality, useful data is obtained. This could be done using information from particular organisations, although this may be difficult to obtain. However, these assessment criteria could also be covered using a practical exercise such as designing a survey for a fictitious organisation, which could be assessed separately.

For assessment criteria 1.7, learners could pick a specific organisation, ideally one that has been used for AC1.1, 1.2 and 1.3 and 1.4, to describe how it uses information to manage relationships with customers. This can be done easily using an organisation that uses a loyalty card system, but other examples could be used.

Learning outcome 2 could be assessed using the same organisation as in learning outcome 1 to explore how marketing activities are carried out in practice and how theory is applied. Alternatively, learners could use a fictitious organisation as a project, and could cover the assessment criteria by devising a business idea and explaining how they would market their product.

Because the assessment criteria follow on from those in learning outcome 1, the assessment for learning outcome 2 should allow learners to demonstrate this development.

For AC2.1 and 2.5, the range of marketing mix elements and the significance of branding/reputation should be related to the chosen real or fictitious organisation.

Assessment criterion 2.2 is a development of assessment criterion 1.7, and is an opportunity to explain why customer loyalty is so important to a particular organisation.

AC2.3 and 2.4 introduce the management of the process and the role of performance indicators in achieving objectives. A schedule of marketing activities, particularly product development, product launch and promotional campaigns, could be used to show how this process is managed in practice.

For learning outcome 3, it may be possible to use the same organisation used in learning outcomes 1 and 2 or the learners' own business idea. If not, this learning outcome can be covered by investigating a specific organisation which is involved in socially responsible marketing.

Examples could be a large organisation such as the Co-op or a Fair Trade brand, such as Clipper. All assessment criteria should preferably be covered in an integrated way to ensure coherence.

Learners could produce a written report on the organisation or a presentation.

Learners' explanations should show that they understand what socially responsible marketing means (AC3.1) and they must include reference to at least three key stakeholders and the desired impact of marketing activities on these stakeholders (AC3.2, 3.3 and 3.4).

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 53:

Principles of Digital Marketing

Unit reference number: D/502/9931

Level: 2

Credit value: 5

Guided learning hours: 40

Unit type: Knowledge

Unit summary

Digital marketing plays an important role in helping organisation to reach a wider audience quickly and efficiently. It is also another way of helping organisations gain market share, gather feedback from both current customers and potential customers, influence potential customers to use an organisation and inform the public on an organisation, their products and services.

In this unit, you will learn how about the role of digital marketing, including the strengths and weaknesses the importance of targeted digital marketing and the legal requirements and implication of digital marketing.

You will also learn the use of search engine optimisation and the requirements of market research using the internet including the advantages and disadvantage of different internet data collection sources and the importance of confirming the accuracy of information from retrieved from the internet.

Finally, you will learn the uses of digital marketing devices and messages and how to use digital technology for marketing purposes This will include learning the importance of data cleansing, the use of digital marketing devices, the importance of tailoring messages to different digital media and the potential for marketing to social networking sites.

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 digital marketing	<ul style="list-style-type: none">1.1 Explain the role of digital marketing within the overall marketing strategy1.2 Explain the strengths and weaknesses of digital marketing1.3 Explain the importance of targeted digital marketing1.4 Describe the sources of data lists for use in targeting customers and potential customers1.5 Explain the legal requirements and implications of digital marketing1.6 Describe the importance of digital data capture systems for digital marketing
2 Understand the use of search engine optimisation (SEO)	<ul style="list-style-type: none">2.1 Describe the use of SEO2.2 Explain the importance of SEO2.3 Explain the advantages and disadvantages of links to other websites
3 Understand the requirements of marketing research using the internet	<ul style="list-style-type: none">3.1 Explain how to use search-related internet facilities to enable the identification and retrieval of targeted information3.2 Explain the advantages and disadvantages of different internet data collection sources3.3 Explain the importance of confirming the accuracy of information retrieved from the internet

Learning outcomes	Assessment criteria
<p>4 Understand the uses of digital marketing devices and messages</p>	<p>4.1 Describe the potential uses of a Customer Relationship Management (CRM) system</p> <p>4.2 Explain the importance of data cleansing</p> <p>4.3 Describe the use of digital marketing devices</p> <p>4.4 Describe the use of digital response systems</p> <p>4.5 Explain the advantages and disadvantages of different tracking systems</p>
<p>5 Understand how to use digital technology for marketing purposes</p>	<p>5.1 Explain how to use a CRM system</p> <p>5.2 Explain how to maintain the currency and accuracy of digital databases</p> <p>5.3 Explain the advantages and disadvantages of different digital technologies</p> <p>5.4 Describe the importance of tailoring messages to different digital media</p> <p>5.5 Explain the potential for marketing to social networking sites</p> <p>5.6 Explain how to prevent marketing messages being identified as "spam"</p>

Unit amplification

AC1.1: Explain the role of digital marketing within the overall marketing strategy

- *Role of digital marketing:* to either lead a marketing strategy (primary use of digital marketing) or support a marketing strategy (supplementary use of digital marketing)

AC1.2: Explain the strengths and weaknesses of digital marketing

- *Strengths of digital marketing:* immediacy; may provide better opportunities for interaction; responses can be measured easily; perceived to be more modern; better for reaching a younger demographic; can be cheaper; can have greater reach
- *Weakness of digital marketing:* may not reach target audience; may not be appropriate for the business or product; technology costs

AC1.3: Explain the importance of targeted digital marketing

- *Importance of targeted digital marketing:* drive traffic to product or website; increase sales; lower costs

AC1.4: Describe the sources of data lists for use in targeting customers and potential customers

- *Develop lists from own resources:* based on customer records and enquiries; responses to promotions; primary market research
- Use of permission marketing in the development of customer lists
- *Sources of bought-in lists:* marketing organisations with similar customer profile; market research organisations; list brokers

AC1.5: Explain the legal requirements and implications of digital marketing

- *Legal requirements and implications of digital marketing:* current legislation relating to privacy; consumer protection; content of digital marketing material; diversity; copyright
- *Keep digital marketing activity within the constraints of legislation:* having an awareness of constraints; checking material before it goes live; monitoring during campaign; ensuring secure systems for managing customer data

AC1.6: Describe the importance of digital data capture systems for digital marketing

- *Importance of digital data capture systems:* web analytics to assess how a website is performing, e.g. to measure traffic, to analyse customer navigation, to measure conversion rates, to track customer web use over time

AC2.1: Describe the use of SEO

- *Use of SEO:* use of keywords; cross-linking; regular updates; pay per click

AC2.2: Explain the importance of SEO

- *Importance of SEO:* improve visibility; increase web traffic; for competitive advantage

AC2.3: Explain the advantages and disadvantages of links to other websites

- *Advantages of links to other websites:* customers can find it useful; builds relationships with other websites; can lead to reciprocal links and thereby improve search engine rankings
- *Disadvantages of links to other websites:* takes traffic away from your website; resource implications of needing to vet websites for inappropriate content and keep links updated

AC3.1: Explain how to use search-related internet facilities to enable the identification and retrieval of targeted information

- *How to use search engines effectively:* use of multiple-word searches, quotation marks, minus sign; how to restrict searches to a particular website or domain

AC3.2: Explain the advantages and disadvantages of different internet data collection sources

- *Advantages and disadvantages of different internet data collection sources:* ease of access; cost; accuracy; independence; currency

AC3.3: Explain the importance of confirming the accuracy of information retrieved from the internet

- *Importance of confirming the accuracy of information retrieval:* ensure information is current, valid and reliable; repercussions of not ensuring information is accurate e.g. marketing decisions might be based on false assumptions

AC4.1: Describe the potential uses of a Customer Relationship Management (CRM) system

- *Potential uses of a CRM system:* relationship marketing as a way of maintaining and building long-term relationships with customers; a way of gathering marketing information; develop marketing strategies and encourage brand loyalty

AC4.2: Explain the importance of data cleansing

- *Importance of data cleansing:* ensure customer data is useable, e.g. by rectifying inputting errors, by removing inaccurate information, by keeping customer contact details up to date; comply with data protection legislation

AC4.3: Describe the use of digital marketing devices

- *Use of digital marketing devices:*
 - o Use of company websites: provide information about the business; communicate with customers; promote products; sell directly to customers
 - o Use of email systems: communicating with customers; promoting the business, e.g. email newsletters, e-casts
 - o Use of mobile phones: provide information; publicise offers; allow customers to enter promotions instantly
 - o Use of social media: generate brand loyalty; produce repeat business; launch new products

AC4.4: Describe the use of digital response systems

- *Use of digital response systems:*
 - o Use of embedded links in emails: activate email subscriptions; direct customers towards websites
 - o Use of website registration systems: access restricted information; access promotions; register for email updates; enter competitions
 - o Use of SMS short codes: respond to an offer; request more information; request a call back
 - o Use of quick response (QR) codes: link customers' mobile phones direct to company website; give customers direct access to additional information

AC4.5: Explain the advantages and disadvantages of different tracking systems

- *Advantages of different tracking systems:*
 - o Cookies: sent automatically; improve customer experience by remembering preferences
 - o Website log-in system: works even if cookies disabled; useful for storing personal data securely
- *Disadvantages of different tracking systems:*
 - o Cookies: some users have privacy concerns; if blocked then website functionality may be reduced; can be used for security attacks
 - o Website log-in system: requires effort from customers and so might be off putting

AC5.1: Explain how to use a CRM system

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

- *How CRM is used in practice:* capture information; store information centrally in an easily accessible way; analyse data; allow the organisation to identify and contact particular groups of customers

AC5.2: Explain how to maintain the currency and accuracy of digital databases

- *How to maintain the currency and accuracy of digital databases:*
 - o Use of active methods: email requests and reminders to check and update data; contacting database by phone for verbal confirmation of data; using official sources such as census or electoral register
 - o Use of passive methods: encouraging customers to check and confirm that data held about them is correct; use of self-completion questionnaires; use of promotions which require completion of contact details to activate

AC5.3: Explain the advantages and disadvantages of different digital technologies

- *Different digital technologies:* websites; social media; email; mobile phones
- *Advantages and disadvantages of different digital technologies:* flexibility; how effectively different technologies can access actual and potential customers; opportunity for customers to respond to messages on the different digital technologies; cost of developing digital messages for different digital technologies

AC5.4: Describe the importance of tailoring messages to different digital media

- *Importance of tailoring messages to different digital media:* how user interacts with the digital media; how users can respond to message once received, screen size and display properties

AC5.5: Explain the potential for marketing to social networking sites

- *Potential for marketing to social network sites:* customer engagement; targeting early adopters; viral marketing; growing customer base; creating interest around your brand, product and business

AC5.6: Explain how to prevent marketing messages being identified as “spam”

- *How to prevent marketing messages being identified as 'spam':* confirming permission is given by recipient; reminding recipient to add business to list of 'safe' contacts so that message is not rejected by contact's computer security system
- *Steps that can be taken during development and production of marketing message:* avoiding obvious trigger words in email subject line; keeping content friendly and conversational; not attaching executable files; trialling message before mass usage

Information for tutors

Suggested resources

Websites

www.gov.uk/business – Government services and information: tools and guidance for businesses

Assessment

This unit is internally assessed. 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 assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

For all the assessment criteria, evidence could be done in writing as reports or case studies which show how organisations use digital technology for marketing purposes. This could be achieved by focusing on a single organisation, or by collecting information from different organisations. It is also possible to cover the assessment criteria using more than one assessment approach, for example a written report together with an oral presentation, a poster presentation or by using appropriate digital media. Learners could choose their own organisation to investigate or they could be given a specific scenario or case histories.

Where explanations are required, learners should support them with evidence. Descriptions should also be in the context of application rather than purely theoretical.

Assessment criterion 1.1 will need a context, based on the marketing strategy for either a real organisation or a case study. The context used for assessment criteria 1.1 should preferably be chosen so that it will also provide sufficient research and study opportunities for AC1.2, 1.3, 1.4 and 1.6, allowing learners to say something about each of the bulleted points in the unit amplification. Assessment criterion 1.2 should include both strengths and weaknesses and not just be one sided. The explanation for assessment criterion 1.5 could be based on the context used for other assessment criteria, or set against the digital business environment as a whole. Learners do not need to know the detail of every aspect of legislation which protects and constrains digital marketing. However, they need an awareness of how to manage digital marketing activity within legal constraints, and the consequences of ignoring current legislation.

The organisation or case study used in learning outcome 1 could also be used as the basis for meeting the criteria in learning outcomes 4 and 5.

One way of meeting AC2.1 and 2.2 would be for learners to present a case for the use of SEO, and its importance in the current and future business world, to a senior member of the business management who has low awareness or is sceptical of the need for SEO. Explaining the advantages and disadvantages for an organisation of having links with other websites (AC2.3) could also be achieved through an explanation to someone who has a low awareness of this issue.

One approach to meeting the assessment criteria in learning outcome 3, would be for learners to put together a proposal for using the internet to answer the needs of a market research project. Ideas for the research project could include producing market research data to support a given marketing activity, to identify new markets, to quantify markets, or to establish the strength (or not) of an organisation or product within a given market.

The basic outline of the proposal would meet assessment criterion 3.1, and the proposal could be supported by advantages and disadvantages of using an internet-based approach (AC3.2), with a final explanation of how the accuracy of the information retrieved could be confirmed (AC3.3).

The organisation or case study used in learning outcome 1 could also be used as the basis for meeting the assessment criteria in learning outcomes 4 and 5. Using the bullet points in the unit amplification as a checklist, a detailed report or case study could be put together, based on learners' research and investigations into digital marketing in a business or organisation.

Alternatively, AC4.2, 4.5, 5.3, 5.4, 5.5 and 5.6 could be presented as a report to someone who has a low awareness of digital marketing but wants to find out more about the subject and start to use digital marketing to promote and develop their organisation or products. Learners need to be familiar with the current use of digital marketing devices and messages and how they fit with the overall marketing strategy of different organisations. Learners should be encouraged to seek out and investigate a range of different digital marketing devices, so that they can begin to understand the way each is used, its strengths and weaknesses and how it influences marketing messages.

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 54: Principles of Customer Relationships

Unit reference number: K/503/8194

Level: 2

Credit value: 3

Guided learning hours: 18

Unit type: Knowledge

Unit summary

The marketing for an organisation plays a role in keeping customers and attracting new ones. It helps build a relationship with the customer by focusing on their needs and wants, motivate the customer to buy from the organisation and therefore keep the customer satisfied.

In this unit, you will learn how to understand customers and their needs by focusing on the role of segmentation in identifying customers' likely wants and needs, looking at the factors that motivate customers to buy and the importance of seeking customer feedback on performance, products and/or service.

You will also learn how an organisation responds to customer relationships through understanding an organisations marketing objectives and activities, the importance of developing customer service plans and customer relationship plans the link between customer satisfaction and sales growth and the importance of using customer feedback to enhance performance, products and/or services.

Finally, you will learn about the principles of customer relationship management including the importance of keeping promises to customers, balancing customers' needs with those of the organisation and keeping customers informed of progress, problems, issues and the actions that will be undertaken to help them.

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 customers and their needs	<ul style="list-style-type: none">1.1 Describe the importance of understanding customers' wants and needs1.2 Explain the role of segmentation in identifying customers' likely wants and needs1.3 Describe the factors that motivate customers to buy1.4 Explain the importance of seeking customer feedback on performance, products and/or services
2 Understand an organisation's responses to customer relationships	<ul style="list-style-type: none">2.1 Describe an organisation's marketing objectives and activities2.2 Explain the importance of developing customer service plans and customer relationship plans2.3 Describe an organisation's system for relationship management2.4 Describe an organisation's customer care programme2.5 Describe the system for communicating with customers2.6 Explain the importance of a consistent level of service2.7 Explain the link between customer satisfaction and sales growth2.8 Explain the importance of using customer feedback to enhance performance, products and/or services

Learning outcomes	Assessment criteria
<p>3 Understand the principles of customer relationship management</p>	<p>3.1 Explain the concept and principles of relationship management</p> <p>3.2 Explain the importance of keeping promises made to customers</p> <p>3.3 Explain the importance of balancing customers' needs with those of the organisation</p> <p>3.4 Explain the importance of keeping customers informed of progress, problems, issues and the actions undertaken in support of them</p> <p>3.5 Explain how to identify added value that could be offered to customers</p>

AC1.1: Describe the importance of understanding customers' wants and needs

- *Importance of understanding customers' wants and needs:* drives marketing decisions; increases organisations market share; increases sales; organisation becomes innovative with products and marketing

AC1.2: Explain the role of segmentation in identifying customers' likely wants and needs

- *Segmentation:* group customers according to needs or wants
- *Role of segmentation:* focus your marketing; build relationships with customers; get ahead of the competition; increase profit

AC1.3: Describe the factors that motivate customers to buy

- *Factors that motivate customers to buy:*
 - o Stages of purchase behaviour: problem and need recognition; information search; evaluation of options; purchase decision;
 - o Practical factors: price; features; reliability
 - o Emotional factors: status; peer pressure
 - o Maslow's hierarchy of needs

AC1.4: Explain the importance of seeking customer feedback on performance, products and/or services

- *Importance of seeking customer feedback on performance, products and/or service:* help identify problems and issues to resolve to meet customer needs; show customers that their opinions are valued; compare organisational performance in relation to competitors; identify customers who are at risk of leaving; help plan and design future marketing activities

AC2.1: Describe an organisation's marketing objectives and activities

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

- *Objectives:* elements of the marketing mix for, e.g. new product development, sales, distribution decisions
- *Marketing activities:* advertising; online marketing; sponsorship; direct mail; public relations

AC2.2: Explain the importance of developing customer service plans and customer relationship plans

- *Role and importance of customer relationship plans:* manage customer relationships; meet customer needs and encourage loyalty; allow an organisation to target resources at more profitable customers
- *Role and importance of customer service plans:* make clear to customers what they can expect; provide useful information to customers such as contact details; ensure staff know what is expected of them

AC2.3: Describe an organisation's system for relationship management

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

AC2.4: Describe an organisation's customer care programme

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

AC2.5: Describe the system for communicating with customers

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

AC2.6: Explain the importance of a consistent level of service

- *Importance of a consistent level of service:* builds consistency; promotes standards; helps with training; happy customers

AC2.7: Explain the link between customer satisfaction and sales growth

- *Link between customer satisfaction and sales growth:* repeat business from existing customers; existing customers purchase more; new customers attracted by recommendations and reputation

AC2.8: Explain the importance of using customer feedback to enhance performance, products and/or services

- *Importance of using customer feedback to enhance performance, products and/or service:* helps identify problems and issues that need to be resolved; ensures customers can see that the organisation is listening to them; encourages loyalty and reduce risk of customers leaving

AC3.1: Explain the concept and principles of relationship management

- *Concept and principles of relationship management:* maintaining and building customer relationships to maximise long-term value of the customer; understanding and meeting changing customer needs and wants

AC3.2: Explain the importance of keeping promises made to customers

- *Importance of keeping promises made to customers:* builds confidence and encourages continued custom; builds reputation

AC3.3: Explain the importance of balancing customers' needs with those of the organisation

- *Importance of meeting customers' needs:* retain and win business
- *Importance of meeting organisation's needs:* make best use of limited resources; operate efficiently; maximise returns

AC3.4: Explain the importance of keeping customers informed of progress, problems, issues and the actions undertaken in support of them

- *Importance of keeping customers informed of progress, problems, issues and actions:* manage customer expectations; minimise customer frustration; demonstrate a proactive approach to customer relations

AC3.5: Explain how to identify added value that could be offered to customers

- *Identifying added value that could be offered to customers:* use of customer feedback and behaviour analysis to identify what customers value; developing products and adding services to enhance value and encourage further custom

Information for tutors

Suggested resources

Books

Anderson K and Kerr C – *Customer Relationship Management (Briefcase Books Series)* (McGraw-Hill, 2001) ISBN 9780071379540

Assessment

This unit is internally assessed. 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 assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

Evidence for this unit could be provided using a written report. It could also include an oral or poster presentation. Learner work should preferably include evidence of how one or more real organisations manage customer relationships to demonstrate application of theory in context. For learning outcome 2, the assessment criteria should ideally be restricted to one organisation.

AC1.1, 1.2 and 1.4 could be linked to relate to a specific organisation or to several organisations. For assessment criterion 1.3, examples should be given of at least two emotional and two practical factors for a named product or service.

Learning outcome 2 is about how a named organisation develops and maintains customer relationships. How learners approach this will vary according to their choice of organisation so it must be one which will allow the learner to meet the assessment criteria.

Assessment criterion 2.1 sets the scene. Learners should provide a brief description of the organisation's marketing objectives and activities. In assessment criterion 2.2 they must describe the use of customer relationship plans and customer service plans, preferably linking them with how they help the organisation to meet its marketing objectives. This could be through any or all of the marketing mix elements, according to the choice of organisation. AC2.6, 2.7 and 2.8 would fit well here as the 'why' of good customer service, before moving on to the 'how' which is dealt with in AC2.3, 2.4 and 2.5.

Learning outcome 3 covers the importance of customer relationship management in the marketing of products or services. Assessment should preferably use examples drawn from one or more organisations to discuss the principles of CRM. This gives the learner an opportunity to discuss the main purpose of CRM (AC3.1), how it fits in with long term goals, the need for the business to be profitable and the ongoing nature of customer relationships (AC3.2, 3.3 and 3.4). For assessment criterion 3.5, the learner must give at least one example of how added value opportunities might present themselves through the management of customer expectations.

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 55:

Understand Working in a Customer Service Environment

Unit reference number: L/506/2083

Level: 1

Credit value: 3

Guided learning hours: 25

Unit type: Knowledge

Unit summary

This unit addresses what good customer service means and why it is so important to the success of an organisation. You will learn about the different types of customer that organisations deal with, how to identify and meet their different needs and, wherever possible, strive to exceed their expectations.

Working effectively in a customer service role is key to the overall success of a business and you will learn about the standards you have to work towards to offer effective customer service. You will learn about current legislative, regulatory and organisational requirements and understand how your personal behaviours and presentation affect your role in a customer service environment.

You will learn how to identify dissatisfied customers, how to resolve the issues within the limits of your responsibility and to whom you report and refer customer complaints and related issues.

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 importance of customer service	<ul style="list-style-type: none">1.1 State what is meant by "customer service"1.2 State why effective customer service is important to an organisation
2 Know the factors affecting customer service	<ul style="list-style-type: none">2.1 Outline the difference between an internal and an external customer2.2 State how to identify customers' needs and expectations2.3 List information sources needed to deliver reliable customer service2.4 Describe the relationship between customer expectations and customer satisfaction
3 Know how to work in a customer service role	<ul style="list-style-type: none">3.1 Identify personal behaviours that can positively affect customers' perceptions of an organisation and its products and/or services3.2 Identify the job roles within a team delivering customer service3.3 State the standards of personal presentation and behaviour expected by customer service staff in different organisations3.4 State standards and practices that relate to a service offer within different types of organisation3.5 Describe how legislation and organisational requirements affect what can be promised or carried out in a customer service role3.6 Describe the procedures for protecting customers' personal information and safety3.7 State the importance of protecting customers' personal information and safety

Learning outcomes	Assessment criteria
<p>4 Know how to refer customer queries and problems to others</p>	<p>4.1 Describe types of customer behaviour that show when a customer is dissatisfied</p> <p>4.2 State the procedures to be followed when dealing with customer queries or problems</p> <p>4.3 State to whom to refer customer queries and problems</p>

AC1.1: State what is meant by “customer service”

- *Customer service:* the service provided to customers in relation to goods or services purchased, used or obtained to meet customer needs and expectations

AC1.2: State why effective customer service is important to an organisation

- *Importance to an organisation:* encourages repeat business; improves organisation's reputation and image; improves customer confidence in dealing with organisation; increases customer satisfaction

AC2.1: Outline the difference between an internal and an external customer

- *Internal customers:* working within the organisation (colleagues, supervisors, staff working in other departments); working with the organisation (manufacturers, suppliers, distributors)
- *External customers:* outside the organisation (customers obtaining or paying for goods and/or services)

AC2.2: State how to identify customers' needs and expectations

- *Needs:* customers' requirements of the product or service (features, benefits, specific functions)
- *Expectations:* customers' ideas of how the product or service will meet their needs (realistic, unrealistic)
- *Identifying customers' needs:* asking questions, e.g. open, closed, leading, questionnaires, surveys, focus groups; observing body language

AC2.3: List information sources needed to deliver reliable customer service

- *Information sources:* staff working in same organisation, e.g. manager, supervisor, those with specialist knowledge; external, e.g. suppliers, sales representatives, regulators; records, e.g. sales history, customer information; product information, e.g. sales literature, specifications

AC2.4: Describe the relationship between customer expectations and customer satisfaction

- *Customer expectations:* customers' ideas of how the product or service will meet their needs (realistic, unrealistic)
- *Customer satisfaction:* customers' opinions of how the product or service meets or exceeds their needs after purchasing goods or using services (happy, value for money, quality, fit for purpose)
- *Relationship:* customer satisfaction is dependent on how realistic customer expectations are; if customer expectations are unrealistic, the organisation may never satisfy customers even if their products or services reach a high standard

AC3.1: Identify personal behaviours that can positively affect customers' perceptions of an organisation and its products and/or services

- *Personal behaviours:* positive attitudes (polite, friendly, approachable, knowledgeable); negative attitudes (rude, impatient, careless)
- *Customer perceptions:* individual views and opinions of the organisation and the quality of products and services

AC3.2: Identify the job roles within a team delivering customer service

- *Job roles:* e.g. managers/supervisors (handling and resolving complaints, ensuring organisational targets are met, managing teams), sales assistants (attracting sales, retaining customers, providing after sales support), receptionists (greeting customers/visitors, answering queries), administrators (answering and resolving queries/complaints, processing orders, recording customers' use of service and sales history)

AC3.3: State the standards of personal presentation and behaviour expected by customer service staff in different organisations

- *Standard of personal presentation:* business clothing (smart, clean, professional, minimal jewellery); good standard of personal hygiene, e.g. clean and brushed hair, clean and filed fingernails, no body odour
- *Personal behaviour:* polite; patient; professional; clearly spoken; approachable

AC3.4: State standards and practices that relate to a service offer within different types of organisation

- *Service offer:* extent and limits of customer service an organisation offers (pricing and range of goods unique to the organisation); service level agreements (SLAs) - what an organisation will do to meet/exceed customer needs
- *Standards and practices:* providing good customer service (agreed organisational procedures, meeting or exceeding customer needs); products and services (quality, value for money, specifications)

AC3.5: Describe how legislation and organisational requirements affect what can be promised or carried out in a customer service role

- *Legislation:* Sale of Goods Act 1979; Consumer Credit Act 1974; Trade Descriptions Act 1968; Supply of Goods and Services Act 1982; Consumer Protection Act 1987; The Consumer Protection from Unfair Trading Regulations 2008; Data Protection Act 1998
- *Organisational requirements:* agreed policies and procedures; accepted standard of customer service

AC3.6: Describe the procedures for protecting customers' personal information and safety

- *Customers' personal information:* name; address (home, email), telephone number (home, mobile); date of birth; payment details (bank account number, credit/debit card numbers)
- *Customers' safety:* preventing injury or harm (accidents, hazardous premises/working practices)
- *Procedures:* working safely, e.g. following organisational procedures, adhering to legislation (Health and Safety at Work Act 1974, Control of Substances Hazardous to Health Regulations 2002 (COSHH), RIDDOR, Data Protection Act 1998, Consumer Protection Act 1987)

AC3.7: State the importance of protecting customers' personal information and safety

- *Importance:* e.g. avoids injury to customers, prevents customer complaints, protects customers from fraud attacks, prevents prosecution, avoids expensive compensation costs to the organisation, protects the reputation of the organisation

AC4.1: Describe types of customer behaviour that show when a customer is dissatisfied

- *Customer dissatisfaction:* when the service or product supplied by an organisation fails to meet customers' needs and expectations
- *Types of dissatisfied customer behaviour:* angry; rude; aggressive; impatient
- *Description of behaviours:* e.g. shouting at customer service staff, using inappropriate language, body language, physical contact against staff, disagreeing with service provided

AC4.2: State the procedures to be followed when dealing with customer queries or problems

- *Queries relating to:* product or service, e.g. use, specifications, limitations, price, conditions, access
- *Problems relating to:* product, e.g. failure, fault, breakdown, not meeting customer needs; service obtained, e.g. not meeting customer expectations, access, support, information; after-sales service

AC4.3: State to whom to refer customer queries and problems

- *Queries relating to:* product or service, e.g. use, specifications, limitations, price, conditions, access
- *Problems relating to:* product, e.g. failure, fault, breakdown, not meeting customer needs; service obtained, e.g. not meeting customer expectations, access, support, information; after-sales service
- *Refer to:* e.g. manager, supervisor, supplier, manufacturer, sales staff, administrator

Information for tutors

Suggested resources

Books

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 9780135063972

Watkinson M – *The Ten Principles Behind Great Customer Experiences* (FT Publishing International, 2013) ISBN 9780273775089

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

Other

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

Assessment

This unit is internally assessed. 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.

To demonstrate achievement of this knowledge unit, tutors could plan to collect evidence from question and answer (Q&A) sessions, either conducted orally or through written responses, and reflective accounts. Tutors should help learners to develop their knowledge of the skills required to work in a customer service role and encourage independent research and learning. Learners should be encouraged to reflect on their experience of having worked in a customer service environment or, from a customer's perspective, of receiving customer service.

To meet all the requirements of learning outcomes 1, 2, 3 and 4 tutors could set tasks for learners to explore the meaning and importance of each assessment criterion. These could be followed by an opportunity, such as group discussion, for learners to share their experiences of either providing or receiving customer service. Once these key outcomes have been covered, tutors could plan to collect evidence of individual learner competence using the most appropriate method of assessment listed above, ensuring that it is suited to the individual needs of the learner. The final evidence collected must be the learner's own work and must demonstrate individual achievement of the assessment criteria.

To achieve AC1.2, learners must state at least two reasons why effective customer service is important to an organisation.

To meet AC2.2, learners must state at least two ways of identifying customers' needs and expectations. For AC2.3, learners must list at least three information sources needed to deliver reliable customer service.

To achieve AC3.1, learners must identify at least two personal behaviours that can positively affect customers' perceptions of an organisation and its products and/or services. For AC3.2, learners must identify all job roles within a customer service team consisting of at least three different job roles. For AC3.3, learners must state standards of personal presentation and behaviour expected in at least two different organisations. To achieve AC3.5, AC3.6 and AC3.7, learners' responses must be at the appropriate breadth and depth to meet the level of demand and should cover legislative, regulatory and organisational requirements.

To meet AC4.1, learners must describe at least three types of behaviour that show when a customer is dissatisfied.

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.

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

Unit 56:

Know How to Publish, Integrate and Share Using Social Media

Unit reference number: R/505/3515

Level: 2

Credit value: 5

Guided learning hours: 40

Unit type: Knowledge

Unit summary

Social media is common tool used by people and organisations to update their audience on what is going on day-to-day, promotional offers, articles that may be of interest and new business that have just opened up.

In this unit, you will learn about the current social networks that are used to publish, integrate and share information online and understand how social media is used by individuals, organisations/business, governments and social groups. You will focus on the benefits of using social media networking, the risks of using social media, how social media networks monitor engagement on their websites and why organisations have social media policies.

Finally, you will also learn about best practices for safe social networking and the need for safety and security practices. You will look at the appropriate precautions to ensure your own safety and privacy, how to protect personal information when engaging with social media websites, the danger of computer viruses and how to minimise risks and where to access online help and information when using social media networks.

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 current social networks used to publish, integrate and share online	<ul style="list-style-type: none">1.1 Identify the main social media networks in current use1.2 Describe the main features of each social media network identified1.3 Describe why they would use each of the social media networks identified1.4 Explain the purpose of a 'social aggregator' tool1.5 Describe how blogs give individuals a voice on the Web1.6 Explain how professionals make connections using social media networks

Learning outcomes	Assessment criteria
<p>2 Understand how social media is used by individuals, organisations/businesses, governments and social groups</p>	<p>2.1 Describe why</p> <ul style="list-style-type: none"> • individuals • organisations/businesses • governments • social groups <p>use social media networking sites</p> <p>2.2 Explain the advantages and typical components of a social media user profile</p> <p>2.3 Identify the benefits of using social media networking for:</p> <ul style="list-style-type: none"> • individuals • organisations/businesses • governments • social groups <p>2.4 Identify the risks of using social media networking for:</p> <ul style="list-style-type: none"> • individuals • organisations/businesses • governments • social groups <p>2.5 Describe how social media networks monitor engagement with their websites</p> <p>2.6 Describe the advantages of podcasting</p> <p>2.7 Explain why organisations have social media policies</p>
<p>3 Understand best practices for safe social networking</p>	<p>3.1 Describe appropriate precautions to ensure their own safety and privacy</p> <p>3.2 Describe how to protect personal information when engaging with social media websites</p> <p>3.3 Identify legal constraints on the uploading and downloading of software and other digital content</p>

Learning outcomes	Assessment criteria
<p>4 Use browser software to communicate information online</p>	<p>4.1 Select and use appropriate tools and techniques to communicate information online</p> <p>4.2 Use browser tools to share information sources with others</p> <p>4.3 Submit information online</p> <p>4.4 Identify opportunities to create, post or publish material to social media websites</p>
<p>5 Understand the need for safety and security practices</p>	<p>5.1 Describe the danger of computer viruses and how to minimise risks</p> <p>5.2 Describe how to minimise threats to information security when online</p> <p>5.3 Describe how to minimise the threats to user safety when online</p> <p>5.4 Describe where to access online help and information when using social media networks</p>

AC1.1: Identify the main social media networks in current use

- *Main social media networks in use:* e.g. Facebook, Twitter, LinkedIn, YouTube, Pinterest, Google+; blog sites, e.g. blogger, WordPress, Tumblr

AC1.2: Describe the main features of each social media network identified

- *Facebook:* photo and video uploading; public message posting; event/activity invites; instant messaging; private messaging; real-time updates from other users
- *Twitter:* photo and video uploading; public message posting; event/activity invites; instant messaging; private messaging; real-time updates from other users
- *LinkedIn:* connect with other professionals; business can create job adverts; view profiles of potential employers; read posts from public figures of interest; endorse colleagues; recommend colleagues
- *YouTube:* upload, comment on and share videos
- *Pinterest:* upload, save, sort and manage images and videos
- *Google+:* photo and video uploading; organise people into groups; group chats (can connect webcams); public message posting;
- *WordPress (blog site):* create personal or business site; others can comment on content; multilingual; upload pictures and media
- *Tumblr:* create personal or business site; others can comment on content; upload pictures and media

AC1.3: Describe why they would use each of the social media networks identified

- *Why would you use the social media networks:* connect with other people; share thoughts, videos, pictures; raise awareness of organisation

AC1.4: Explain the purpose of a 'social aggregator' tool

- *Purpose of a 'social aggregator' tool:* to consolidate messages; manage information easily

AC1.5: Describe how blogs give individuals a voice on the Web

- *How blogs give individuals a voice on the web:* individuals can write about anything of interest; upload videos and images; comment on other people's posts

AC1.6: Explain how professionals make connections using social media networks

- *How professionals make connections using social media:* through recommendations; colleagues; endorsements from others

AC2.1: Describe why individuals, organisations/businesses, governments and social groups use social media networking sites

- *Why individuals use social media sites:* connect with friends and family; share updates, videos and images; send messages to individuals and groups easily
- *Why organisations/businesses use social media sites:* publicise organisation; advertise jobs; promote products and services; connect with other businesses
- *Why governments use social media sites:* raise awareness; inform audience; gather feedback from audience
- *Why social groups use social media sites:* contact group using one message; update group; raise awareness

AC2.2: Explain the advantages and typical components of a social media user profile

- *Typical components of a social media user profile:* name; gender; location; photo
- *Advantages of a social media profile:* raise awareness of individuals and organisations; helps when searching; helps when identifying a particular person or organisation

AC2.3: Identify the benefits of using social media networking for individuals, organisations/businesses, governments and social groups

- *Benefits of using social media networking for individuals:* connect with friends and family; share updates, videos and images; send messages to individuals and groups easily
- *Benefits of using social media networking for organisations/businesses:* publicise organisation; advertise jobs; promote products and services; connect with other businesses; lower cost
- *Benefits of using social media networking for governments:* raise awareness; inform audience; gather feedback from audience
- *Benefits of using social media networking for social groups:* contact group using one message; update group; raise awareness

AC2.4: Identify the risks of using social media networking for individuals, organisations/businesses, governments and social groups

- *Risks of using social media for individuals:* lack of privacy; lack of control over other peoples posts; messages and comments can get out of control easily
- *Risks of using social media for organisations/businesses:* negative comments are seen by others; employees social media activity
- *Risks of using social media for governments:* negative comments from others
- *Risks of using social media for social groups:* negative feedback; group members social media activity

AC2.5: Describe how social media networks monitor engagement with their websites

- *How social media networks monitor engagement with their websites:* analytical tools; feedback from customer

AC2.6: Describe the advantages of podcasting

- *Advantages of podcasting:* easy to create; easy to distribute and download; no specialist equipment is needed

AC2.7: Explain why organisations have social media policies

- *Why organisations have social media policies:* to protect the organisation; to protect employees; to educate employees on safeguarding and data protection;

AC3.1: Describe appropriate precautions to ensure their own safety and privacy

- *Appropriate precautions to ensure own safety and privacy:* check privacy settings; don't accept requests from people you don't know; don't open attachments and messages from people you don't know; change passwords regularly; report abusive behaviour

AC3.2: Describe how to protect personal information when engaging with social media websites

- *How to protect personal information when engaging with social media websites:* check privacy settings; don't accept requests from people you don't know; don't open attachments and messages from people you don't know; change passwords regularly; don't include too many personal details on public areas

AC3.3: Identify legal constraints on the uploading and downloading of software and other digital content

- *Legal constraints on the uploading and downloading of software and other digital content:* copyright legislation; licence agreements

AC5.1: Describe the danger of computer viruses and how to minimise risks

- *Danger of computer viruses:* infection of data; data destroyed; using computer as a host to spread virus to other computers; could allow hackers to access your computer; could steal personal details
- *How to minimise risk of computer viruses:* use anti-virus software on your computer; don't open email attachments from people you don't know; don't allow other people to use their memory sticks on your computer; download files from safe sources

AC5.2: Describe how to minimise threats to information security when online

- *How to minimise threats to information security:* before inputting information onto a webpage ensure the page is protected; don't log onto personal sites on a public computer, e.g. online banking; don't give out passwords

AC5.3: Describe how to minimise the threats to user safety when online

- *How to minimise the threats to user safety when online:* ensure content that you post online is appropriate; report instances of cyber bullying; don't join in online conversations that are seen to be abusive or threatening towards another person; only allow people you know to see your online posts

AC5.4: Describe where to access online help and information when using social media networks

- *Where to access online help and information:* help page on specific social media site; search engine

Information for tutors

Suggested resources

Websites

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

Assessment

This unit is internally assessed. 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.

The evidence demonstrating achievement of learning outcome 1, 2, 3, 4 and 5 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.

To achieve AC1.1, AC1.2, AC1.3, AC1.4, AC1.5, AC1.6 and AC2.6, learners need to focus on current social networks that are used to publish, integrate and share online. They will need to identify at least three of the main social media networks in current use (AC1.1). Ideally learners should focus on three different types of platforms, e.g. music, blogging and social networking. This will give them more scope to achieve the assessment criteria in the rest of the unit. Learners will go on to describe at least three of the main features of each of the social media networks identified (AC1.2), describe why they would use each of the social media networks identified (AC1.3), explain the purpose of a 'social aggregator' tool (AC1.4), describe how blogs give individuals a voice on the web (AC1.5) and explain how professionals make connections using social media networks (AC1.6).

To AC2.1, AC2.2, AC2.3, AC2.4, AC2.5 and AC2.7, learners will focus on how social media is used by individuals, organisations, governments and social groups. They should begin by explaining the advantages and typical components of a social media user profile (AC2.2). They should give at least three advantages and three components. They should then focus on each of the user types (individuals, organisations, governments and social groups) separately. For each of the user type they need to describe why the user type uses social media networking sites (AC2.1), identify the at least three benefits of using social media networking for each user type (AC2.3) and identify at least three risks of using social media networking for each user type (AC2.4). When the learner is focusing on organisations, they should also describe how social media networks monitor engagement with their websites (AC2.5) and explain why organisations have social media policies (AC2.7).

To achieve learning outcome 3 learners need to focus on best practices for safe social networking. They need to describe at least three appropriate precautions to ensure their own safety and privacy (AC3.1), describe at least three ways to protect personal information when engaging with social media websites (3.2) and identify the legal constraints on the uploading and downloading of software and other digital content (AC3.3).

Learning outcome 4 can be achieved by demonstrating the use of browser software to communicate information online. The learner can begin by demonstrating how to select and use appropriate tools and techniques to communicate online (AC4.1), use browser tools to share information sources with others (AC4.2), submit information online (AC4.3) and identify opportunities to create, post or publish material to social media websites (AC4.4).

Demonstrating learning outcome 4 will help the learner with achieving learning outcome 5, the need for safety and security practices. Learners should begin by describing the danger of computer viruses and at least three ways to minimise risks (AC5.1). They could then move on to describe at least three ways to minimise threats to information security when online (AC5.2), describe at least three ways to minimise the threats to user safety when online (AC5.3) and describe where to access online help and information when using social media networks.

Learners' responses must be at the appropriate breadth and depth to meet the level of demand of the assessment criteria. Question and answer (Q&A) sessions could be used to corroborate the learners' knowledge for any of the assessment criteria.

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 57:

Exploring Social Media

Unit reference number: F/505/6880

Level: 2

Credit value: 2

Guided learning hours: 16

Unit type: Knowledge

Unit summary

Social media is common tool used by people and organisations to update their audience on what is going on day-to-day, promotional offers, articles that may be of interest and new business that have just opened up.

In this unit, you will learn about the opportunities and threats associated with using social media and the application of social media. You will focus on the positive and negative aspects of using social media, how to minimise risks associated with using social media, how various social media sites may be used by groups, individuals, business and organisations and how business and organisations may use social media to promote their products and services.

You will also demonstrate the use of various social media sites to communicate and upload content.

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 opportunities and threats associated with using social media	1.1 Describe the positive and negative aspects of using social media 1.2 Describe how to minimise risks associated with using social media
2 Understand the application of social media	2.1 Describe how various social media sites may be used by groups, individuals, businesses and organisations 2.2 Demonstrate the use of various social media sites to communicate and upload content including: <ul style="list-style-type: none">• Facebook• Blogging• Twitter• YouTube 2.3 Describe how businesses and organisations may use social media to promote products and services

Unit amplification

AC1.1: Describe the positive and negative aspects of using social media

- *Positives for a businesses using social media:* increased business exposure; gain an insight to your customers; reduced marketing cost; helps strengthen customer loyalty
- *Positives for individuals using social media:* helps reconnect with friends; keeping in touch with people all over the world; share information about your life; share pictures; receive updates on favourite band, actors, businesses
- *Negatives for businesses using social media:* need people to look after social media platforms and feedback to content received; time and resource needed to update another marketing tool
- *Negatives for individuals using social media:* lack of privacy; spam emails and advertisements; your browsing history is used to promote products and services you might not be interested in

AC1.2: Describe how to minimise risks associated with using social media

- *Businesses:* privacy settings; social media policy; respond to negative comments quickly
- *Individuals:* privacy settings; be aware of what you are sharing; protect your identity

AC2.1: Describe how various social media sites may be used by groups, individuals, businesses and organisations

- *Social media sites:* e.g. Facebook, Twitter, LinkedIn, YouTube, Google+, blogging
- *How social media sites are used by groups, individuals, businesses and organisations:* update public; promote offers; advertise products and services; invite friends/followers to events; see what friends/followers are doing and talking about

AC2.2: Demonstrate the use of various social media sites to communicate and upload content including Facebook, Blogging, Twitter and YouTube

- *Facebook:* share photos, videos and messages; connect with friends, businesses, groups; group invites; see 'friends' recommendations
- *Blogging:* update audience regularly; allows the message being written to be more in-depth as no word limit; target audience based on the subject of the blog
- *Twitter:* post photos and messages; character limit means messages are more focused; 'follow' other businesses, people, groups; create a large audience through sharing posts
- *YouTube:* post video advertisements; demonstrations on products; videos of customers giving feedback; allows public to comment and share videos

AC2.3: Describe how businesses and organisations may use social media to promote products and services

- *How businesses and organisations use social media to promote products and services:* allows social media platforms to be linked and therefore reach a wider audience; promote offers; discount codes; blog about new products and services in development; customer feedback can be seen and used as a marketing tool; post videos and advertisements; focus message; target specific audience

Information for tutors

Assessment

This unit is internally assessed. 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.

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 begin by focusing on assessment criterion 2.1. Using three different social media platforms, learners will need to describe how various social media sites may be used by groups, individuals, businesses and organisations. Ideally learners should focus on three different types of platforms, e.g. music, blogging and social networking. This will give them more scope to describe the differences.

Learners should then focus on learning outcome 1, the opportunities and threats associated with using social media. Using their three social media platforms from assessment criterion 2.1, learners should describe the positive and negative aspects of using social media (AC1.1), giving at least three positive reasons and three negative reasons, and how to minimise risks associated with using social media (AC1.2), again giving at least three ways.

To achieve assessment criterion 2.2, learners need to demonstrate how to communicate and upload content onto four different social media sites. Learners could demonstrate how to upload an image or video onto the four different social media sites and include a comment and where applicable a communication post referring to the image or video. This demonstration will lead them onto describing how business and organisations may use social media to promote products and services (AC2.3). Learners can refer back to their demonstration to reinforce their descriptions.

Learners' responses must be at the appropriate breadth and depth to meet the level of demand of the assessment criteria. Question and answer (Q&A) sessions could be used to corroborate the learners' knowledge for any of the assessment criteria.

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 58:

Understand the Safe Use of Online and Social Media Platforms

Unit reference number: L/505/3514

Level: 2

Credit value: 4

Guided learning hours: 35

Unit type: Knowledge

Unit summary

Social media is common tool used by people and organisations to update their audience on what is going on day-to-day, promotional offers, articles that may be of interest and new business that have just opened up. It is important that everyone who uses social media, either for personal or business use, knows how to stay safe online.

In this unit, you will learn that information stored on personal computers and mobile devices must be safeguarded, how to select and use appropriate security methods to safeguard systems and data, the threats to personal safety when using the internet, how to protect your online devices against fraud and security attacks and the implications of entering personal information onto social media networking sites.

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 that information stored on personal computers and mobile devices must be safeguarded	<p>1.1 Identify the potential risks to information security of using personal computers and mobile devices for:</p> <ul style="list-style-type: none">• using email• web browsing• banking online• shopping online• social networking <p>1.2 Describe the security risks associated with:</p> <ul style="list-style-type: none">• hardware• software• social media networking• access to malicious websites• access to inappropriate material published on the Internet• corrupted or infected email attachments <p>1.3 Explain the importance of controlling access to hardware, software and stored data</p> <p>1.4 Describe the common types of scams and frauds:</p> <ul style="list-style-type: none">• phishing• pharming• hacking <p>1.5 Explain the importance of developing and maintaining safe ICT user habits</p>

Learning outcomes	Assessment criteria
<p>2 Know how to select and use appropriate security methods to safeguard systems and data</p>	<p>2.1 Describe security techniques/measures that can protect personally accessed software and data, such as login identity and passwords</p> <p>2.2 Describe common ways of controlling access to hardware, software and data</p> <p>2.3 Identify ways to protect data and software</p> <p>2.4 Describe the term 'virus' and give examples of different types</p> <p>2.5 Describe the purpose of anti-virus software</p> <p>2.6 Explain why anti-virus software should be regularly updated</p> <p>2.7 Explain the importance of backing up and safely storing data</p>

Learning outcomes	Assessment criteria
<p>3 Understand the threats to personal safety when using the Internet</p>	<p>3.1 Describe the forms and features of:</p> <ul style="list-style-type: none"> • cyberbullying • grooming • stalking • criminal activities • inappropriate contact • inappropriate content <p>3.2 Identify when and how to report online safety issues</p> <p>3.3 Describe the risks and consequences of:</p> <ul style="list-style-type: none"> • identity theft • identity fraud <p>3.4 Describe how user accounts can be used as a security measure when computers are used by more than one person</p> <p>3.5 Explain the importance of setting parental controls on personal computers, mobile and media devices</p> <p>3.6 Explain how to set up parental controls on:</p> <ul style="list-style-type: none"> • personal computers • tablets • mobile phones
<p>4 Know how to protect their online devices against fraud and security attacks</p>	<p>4.1 Set up security measures to protect their personal computers and mobile devices against fraud and security threats</p> <p>4.2 Describe measures that can help to protect their personal information</p> <p>4.3 Describe the risks posed by unsolicited email and measures that can reduce the risks</p> <p>4.4 Identify the security threats when accessing public WiFi networks</p>

Learning outcomes	Assessment criteria
<p>5 Understand the implications of entering personal information onto social media networking sites</p>	<p>5.1 Explain the concept of no 'take backs' once information is posted online</p> <p>5.2 Identify who can view information posted onto social media networking websites</p> <p>5.3 Explain the privacy issues of using social media websites</p> <p>5.4 Describe formal and informal conventions, or netiquette, which should be observed when communicating online</p> <p>5.5 Describe the potential consequences of posting their personal information onto social media websites</p> <p>5.6 Identify the security risks of adding geographic identity or location to material they upload to the Internet</p>
<p>6 Understand legal measures that address the protection of data</p>	<p>6.1 Identify relevant legislation and guidelines relating to:</p> <ul style="list-style-type: none"> • downloading images and files from the internet • data protection <p>6.2 Identify data protection issues around the use of social media</p> <p>6.3 Describe what is meant by the following terms:</p> <ul style="list-style-type: none"> • copyright • plagiarism • intellectual property <p>6.4 Explain why organisations develop and adopt policies for the acceptable use of ICT</p> <p>6.5 Describe the common components of an Acceptable Use Policy</p>

Unit amplification

AC1.1: Identify the potential risks to information security of using personal computers and mobile devices for using email, web browsing, banking online, shopping online and social networking

- *Potential risks to security:* apps allow access without needing for password as passwords are stored; personal details and passwords are stored for specific websites

AC1.2: Describe the security risks associated with hardware, software, social media networking, access to malicious websites, access to inappropriate material published on the Internet and corrupted or infected email attachments

- *Security risks:* downloading of viruses which can allow hackers to access personal information; identity theft; access to inappropriate material is breaking the law

AC1.3: Explain the importance of controlling access to hardware, software and stored data

- *Importance of controlling access to hardware, software and stored data:* protect personal information; protection from viruses, hacking and identity theft

AC1.4: Describe the common types of scams and frauds: phishing, pharming and hacking

- *Phishing:* attempt to get sensitive information, e.g. username, passwords, credit card details
- *Pharming:* redirecting online traffic to a fake site
- *Hacking:* someone who is trying to gain access to a computer or computer network

AC1.5: Explain the importance of developing and maintaining safe ICT user habits

- *Importance of developing and maintaining safe ICT user habits:* maintains security; reduces risk of identity theft; lowers the risk of phishing, pharming and hacking

AC2.1: Describe security techniques/measures that can protect personally accessed software and data, such as login identity and passwords

- *Security techniques:* change passwords regularly; not using personal details in passwords; only access safe websites; update spyware on computer; not clicking on links in emails; avoid opening attachments from unknown sources

AC2.2: Describe common ways of controlling access to hardware, software and data

- *Common ways of controlling access to hardware, software and data:* spyware on computer; not allowing other people to access your computer; not giving out personal information; avoid downloading software from unknown source; avoid accessing private websites on public computers, e.g. online banking; not saving passwords when using public computers

AC2.3: Identify ways to protect data and software

- *Ways to protect data and software:* spyware software; change passwords regularly; use strong passwords

AC2.4: Describe the term 'virus' and give examples of different types

- *Virus:* a programme that copies itself into other computers programmes, files, memory sticks etc

AC2.5: Describe the purpose of anti-virus software

- *Purpose of anti-virus software:* block viruses from being downloaded; remove viruses that have been downloaded

AC2.6: Explain why anti-virus software should be regularly updated

- *Why anti-virus software should be regularly updated:* ensure computer is protected from new viruses that are created; ensure your computer is continuously protected

AC2.7: Explain the importance of backing up and safely storing data

- *Importance of backing up and safely storing data:* access to data files that may have been deleted; access to data if a virus has deleted your version; protection from fire that destroys primary data

AC3.1: Describe the forms and features of cyberbullying, grooming, stalking, criminal activities, inappropriate contact and inappropriate content

- *Cyberbullying:* harassing other people through online communities
- *Grooming:* befriending and starting an emotional connection with another person – lower the other person's barriers by being friendly
- *Stalking:* monitoring online activity; turning up where the other person is going to be or is based on online activity; harassing another person
- *Criminal activity:* using the internet to break the law, e.g. identity theft, selling illegal products
- *Inappropriate contact:* communicating with someone about subjects that are inappropriate, e.g. drugs, alcohol
- *Inappropriate content:* sharing or looking at images, videos, messages that are inappropriate, e.g. photos showing illegal activity

AC3.2: Identify when and how to report online safety issues

- *When to report online safety issues:* when seen as being abusive; illegal activities; feeling threatened; felt to be at risk
- *How to report online safety issues:* contact owner of social media site; contact police

AC3.3: Describe the risks and consequences of identity theft and identity fraud

- *Risks and consequences of identity theft and identity fraud:* someone else can use your identity to undertake criminal activity; someone else will be posing as you and can access bank accounts; they can post inappropriate messages, images and videos as you

AC3.4: Describe how user accounts can be used as a security measure when computers are used by more than one person

- *How user accounts can be used as a security measure:* protect person's files, passwords, images, videos as a separate account on the computer is set up and cannot be accessed by other users without passwords

AC3.5: Explain the importance of setting parental controls on personal computers, mobile and media devices

- *Importance of setting parental controls:* limit access to inappropriate material; monitor children's activity

AC3.6: Explain how to set up parental controls on personal computers, tablets and mobile phones

- *How to set up parental controls:* settings on computer; settings on internet; set passwords; set timer when internet can be accessed

AC4.1: Set up security measures to protect their personal computers and mobile devices against fraud and security threats

- *Security measures to protect against fraud and security threats:* passwords; memorable information; security settings on internet, e.g. pop-ups, cookies

AC4.2: Describe measures that can help to protect their personal information

- *Measures that can help to protect personal information:* strong passwords; regularly changing passwords; limiting access to non-secure sites; never giving out personal details

AC4.3: Describe the risks posed by unsolicited email and measures that can reduce the risks

- *Risks posed by unsolicited email:* potential to access your personal information (identity fraud); more unwanted emails will be sent
- *Measures that can reduce the risk:* don't open attachments; report emails as 'spam', delete messages

AC4.4: Identify the security threats when accessing public WiFi networks

- *Security threats when accessing public WiFi networks:* identity theft; passwords can be stolen; browser history can be viewed

AC5.1: Explain the concept of no 'take backs' once information is posted online

- *Concept of no 'take backs' once information is posted:* once message, image, video has been posted it is stored on the world wide web; all copies of message, image, video will never be deleted as copies are made too quickly

AC5.2: Identify who can view information posted onto social media networking websites

- *Who can view information posted onto social media:* dependant on privacy settings; public has sight of name, gender and picture on all social media platforms

AC5.3: Explain the privacy issues of using social media websites

- *Privacy issues of using social media websites:* public has sight of name; gender and picture; higher risk of identity theft; higher risk of unwanted attention

AC5.4: Describe formal and informal conventions, or netiquette, which should be observed when communicating online

- *Formal and informal conventions which should be observed when communicating online:* spelling, grammar and punctuation are not important; messages on forums should be clear and concise and in the style of an email; typing in capitals is considered shouting; polite to start with a short greeting

AC5.5: Describe the potential consequences of posting their personal information onto social media websites

- *Potential consequences of posting personal information onto social media websites:* identity theft; cyberbullying; stalking; unwanted attention from others

AC5.6: Identify the security risks of adding geographic identity or location to material they upload to the Internet

- *Security risks of adding geographic identity to material that is uploaded:* others can find your house, work current location easily; increase risk of stalking

AC6.1: Identify relevant legislation and guidelines relating to downloading images and files from the Internet and data protection

- *Relevant legislation and guidelines:* Copyright, Designs and Patents Act 1988; Data Protection Act 1998; Digital Economy Act 2010

AC6.2: Identify data protection issues around the use of social media

- *Data protection issues:* personal information is easily accessible; personal information may be made public by user

AC6.3: Describe what is meant by the following terms: copyright, plagiarism and intellectual property

- *Copyright:* creator of the work has exclusive right to use and distribute work
- *Plagiarism:* stealing someone else's words, thoughts, ideas or expressions and using them as your own
- *Intellectual property:* owner of intangible assets, e.g. music, words, discoveries, inventions are given exclusive rights

AC6.4: Explain why organisations develop and adopt policies for the acceptable use of ICT

- *Why organisations develop and adopt policies for the use of IT:* to protect the organisation; to protect employees

AC6.5: Describe the common components of an Acceptable Use Policy

- *Common components of an Acceptable Use Policy:* philosophy of why the internet use is being offered to the user; code of conduct; consequences; unacceptable uses; disclaimer

Information for tutors

Suggested resources

Websites

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

Assessment

This unit is internally assessed. 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.

The evidence demonstrating achievement of learning outcome 1, 2, 3, 4 and 5 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.

To achieve learning outcome 1, learners will focus on information stored on personal computers and mobile devices needing to be safeguarded. They should begin by identifying the potential risks to information security of using personal computers and mobile devices for using email, web browsing, banking online, shopping online and social networking (AC1.1). Learners should identify at least three risks for each of the uses. They should then describe at least three security risks that are associated with hardware, software, social media networking, access to malicious websites, access to inappropriate material published on the internet and corrupted or infected email attachments (AC1.2). They should then explain the importance of controlling access to hardware, software and stored data (AC1.3), describe the common types of scams and frauds (phishing, pharming and hacking) (AC1.4) and explain the importance of developing and maintain safe ICT user habits (AC1.5).

To achieve learning outcome 2, learners will focus on how to select and use appropriate security methods to safeguard systems. They should begin by describing at least three security techniques/measures that can protect personally accessed software and data, such as login, identity and passwords (AC2.1), describe at least three common ways of controlling access to hardware, software and data (AC2.2) and identify at least three ways to protect data and software (AC2.3). Learners must also describe the term 'virus' and give at least three examples of different types (AC2.4), describe the purpose of anti-virus software (AC2.5), explain why anti-virus software should be regularly updated (AC2.6) and explain the importance of backing up and safely storing data (AC2.7).

To achieve AC3.1, AC3.2 and AC3.3, learners should describe the forms and give at least three features of cyberbullying, grooming, stalking, criminal activity, inappropriate contact and inappropriate content (AC3.1). They should also identify when and how to report online safety issues (AC3.2) and describe at least three risks and three consequences of identity theft and identity fraud (AC3.3).

To achieve AC3.4, AC3.5 and AC3.6, learners should describe how user accounts can be used as a security measure when computers are used by more than one person (AC3.4), explain the importance of setting parental controls on personal computers, mobile and media devices (AC3.5) and explain how to set up parental controls on personal computers, tablets and mobile phones (AC3.6).

To achieve learning outcome 4, learners need to focus on how to protect their online devices against fraud and security attacks. They should begin by setting up security measures to protect their personal computers and mobile devices against fraud and security threats (AC4.1). They could then go on to describe measures that can help to protect their personal information (AC4.2), describe the risks posed by unsolicited email and at least three measures that can reduce the risks (AC4.3) and identify at least three security threats when accessing public WiFi networks (AC4.4).

To achieve learning outcome 5, learners need to focus on the implications of entering personal information onto social media networking sites. They could begin by explaining the concept of no 'take backs' once information is posted online (AC5.1). They could then go on to identify who can view information posted onto social media networking websites (AC5.2), explain the privacy issues of using social media websites (AC5.3), describe at least three formal and three informal conventions, or netiquette, which should be observed when communicating online (AC5.4), describe the potential consequences of posting their personal information onto social media websites (AC5.5) and identify at least three security risks of adding geographic identity or location to material they upload to the internet (AC5.6).

To achieve learning outcome 6, learners will focus on the legal measures that address the protection of data. They could begin by identifying relevant legislation and guidelines relating to downloading images and files from the internet and data protection (AC6.1). They could then go on to identify data protection issues around the use of social media (AC6.2), describe what is meant by copyright, plagiarism and intellectual property (AC6.3), explain why organisations develop and adopt policies for the acceptable use of ICT (AC6.4) and describe the common components of an Acceptable Use Policy (AC6.5).

Learners' responses must be at the appropriate breadth and depth to meet the level of demand of the assessment criteria. Question and answer (Q&A) sessions could be used to corroborate the learners' knowledge for any of the assessment criteria.

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 59: Principles of Equality and Diversity in the Workplace

Unit reference number: J/506/1806

Level: 2

Credit value: 2

Guided learning hours: 10

Unit type: Knowledge

Unit summary

You need to know the purposes of your organisation's equality and diversity policies and how to implement them. You and your organisation must comply with equality legislation to comply with employment law. Compliance also helps to safeguard the organisation's reputation and helps to create a pleasant and productive working environment.

In this unit you will learn about the laws to promote equality and how they are implemented through your organisation's policies. Then you will go on to consider the benefits of good equality and diversity policies and the consequences of failing to comply with equality law.

You will learn about your own responsibilities for equality and diversity in your workplace and about the way to behave to support equality, diversity and inclusion.

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 implications of equality legislation	<ul style="list-style-type: none">1.1 Define the concept 'equality and diversity'1.2 Describe the legal requirements for equality of opportunity1.3 Describe the role and powers of organisations responsible for equality1.4 Explain the benefits of equal opportunities and diversity1.5 Explain the potential consequences for an organisation of failing to comply with equality legislation
2 Understand organisational standards and expectations for equality and diversity and context in the workplace	<ul style="list-style-type: none">2.1 Explain how organisational policies on equality and diversity translate into day to day activity in the workplace2.2 Describe their own responsibilities for equality and diversity in the workplace2.3 Describe behaviours that support equality, diversity and inclusion in the workplace

Unit amplification

AC1.1: Define the concept 'equality and diversity'

- *Equality*: definition, e.g. treating people fairly regardless of any differences
- *Diversity*: definition, e.g. embracing difference

AC1.2: Describe the legal requirements for equality of opportunity

- *Legal requirements*: Equality Act 2010 protects employees against discrimination in relation to:
 - o Dismissal
 - o Employment terms and conditions
 - o Pay and benefits
 - o Training
 - o Recruitment
 - o Redundancy
- *Grounds for discrimination include*:
 - o Age
 - o Disability
 - o Gender reassignment
 - o Marital and civil partnership
 - o Pregnancy and parenthood
 - o Race
 - o Religion or belief
 - o Sex
 - o Sexual orientation

AC1.3: Describe the role and powers of organisations responsible for equality

- *Role and powers of organisations:*
 - o Equality Advisory Support Service: provides advice and information about equality
 - o Equality and Human Rights Commission: produces codes of practice on equality and diversity, can take judicial proceedings in relation to equality and human rights breaches
 - o Government Equalities Office: develops government strategy and legislation about equality
 - o Advisory, Conciliation and Arbitration Service (ACAS): mediation service, information, advice, training, dealing with employment disputes
 - o Employment tribunals: decide claims about unfair treatment in the workplace

AC1.4: Explain the benefits of equal opportunities and diversity

- *Benefits:* job satisfaction; employee retention; fairness; motivation; workforce mirrors social equality and diversity; positive customer relations; attract and retain talented people; profitability; positive reputation

AC1.5: Explain the potential consequences for an organisation of failing to comply with equality legislation

- *Direct consequences:* complaints; prosecution; legal penalties; loss of staff; mediation; employment tribunal; compensation awards
- *Other consequences:* waste of management time; legal costs; damage to reputation; loss of staff; employee dissatisfaction

AC2.1: Explain how organisational policies on equality and diversity translate into day-to-day activity in the workplace

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

AC2.2: Describe their own responsibilities for equality and diversity in the workplace

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

AC2.3: Describe behaviours that support equality, diversity and inclusion in the workplace

- *Behaviours:* complying with organisational policies; awareness of own prejudices; active listening; sensitive use of language; patience; openness to different viewpoints; positive attitude; promoting a positive culture; challenge discriminatory behaviour in others; report discriminatory behaviour

Information for tutors

Suggested resources

Books

Malik H – *A Practical Guide to Equal Opportunities* (3rd edition) (Nelson Thornes, 2009) ISBN 9781408504826

Thompson N – *Promoting Equality: Working with Diversity and Difference* (3rd edition) (Palgrave Macmillan, 2011) ISBN 9780230223431

Websites

www.acas.org.uk – The Advisory, Conciliation and Arbitration Service: sponsored organisation which works to improve working life, has resources on equality

www.gov.uk – UK government's Equality Advisory Service: provides information on discrimination issues

www.gov.uk – UK government Equalities Office: has news and reports on equality issues

www.gov.uk – UK government website: provides guidance on the Equality Act 2010

www.justice.gov.uk – UK Justice Ministry: link to information on employment tribunals

Other

Guidance booklets on the Equality Act 2010, published by the Government Equalities Office, available on the government publications Equality Act guidance website: www.gov.uk/government/publications/equality-act-guidance

Delivering Equality and Diversity – advisory booklet published by ACAS, available via the ACAS website: www.acas.org.uk

Assessment

This unit is internally assessed. 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.

Both learning outcomes are knowledge based and the appropriate methods of assessment are professional discussion, oral question and answer (Q&A) sessions, a learner diary or a reflective account. Learners are likely to be introduced to their organisation's policies in this area in the induction process so assessment could be planned to fall shortly afterwards.

Occasionally, a learner may have a chance in their job role to produce some evidence towards this unit but for most learners the opportunities for assessment will be introduced by the assessor.

The concepts of 'equality' and 'diversity' are different and so where they are both included in an assessment criterion the learner should address both 'equality' and 'diversity' in their responses. If assessors are using Q&A some assessment criteria should be broken down into more than one question to help the learner provide the required responses.

Attention should be paid to the verbs used in the assessment criteria, which are mainly 'describe' or 'explain', so a list of points would not meet the requirements. The questions and responses need to be carefully designed to ensure that the learner produces the full responses and that there is clear evidence of them.

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 60:

Principles of Team Leading

Unit reference number: R/506/2294

Level: 2

Credit value: 5

Guided learning hours: 37

Unit type: Knowledge

Unit summary

In this unit you will learn about the principles behind good practice in team leading. Understanding these principles will increase your ability to be a flexible and successful team leader in all situations.

Firstly, you will learn about how effective team leaders behave and how this behaviour helps to use the energy of team members and benefit the organisation. Next you will go on to explore the dynamics of teams, including key theories about the different roles we play in a team and how teams evolve over a period of time. You will then go on to consider how to manage the work of teams and solve problems. You will learn the principles of successfully steering your team through changes in the workplace. Finally, you will explore more about what motivates your team members to do their very best and the actions you can take as a team leader to make this happen.

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 leadership styles in organisations	<ul style="list-style-type: none">1.1 Describe characteristics of effective leaders1.2 Describe different leadership styles1.3 Describe ways in which leaders can motivate their teams1.4 Explain the benefits of effective leadership for organisations
2 Understand team dynamics	<ul style="list-style-type: none">2.1 Explain the purpose of different types of teams2.2 Describe the stages of team development and behaviour2.3 Explain the concept of team role theory2.4 Explain how the principle of team role theory is used in team building and leadership2.5 Explain typical sources of conflict within a team and how they could be managed
3 Understand techniques used to manage the work of teams	<ul style="list-style-type: none">3.1 Explain the factors to be taken into account when setting targets3.2 Describe a range of techniques to monitor the flow of work of a team3.3 Describe techniques to identify and solve problems within a team
4 Understand the impact of change management within a team	<ul style="list-style-type: none">4.1 Describe typical reasons for organisational change4.2 Explain the importance of accepting change positively4.3 Explain the potential impact on a team of negative responses to change4.4 Explain how to implement change within a team

Learning outcomes	Assessment criteria
5 Understand team motivation	5.1 Explain the meaning of the term "motivation" 5.2 Explain factors that affect the level of motivation of team members 5.3 Describe techniques that can be used to motivate team members 5.4 Explain how having motivated staff affects an organisation

Unit amplification

This content has been written in an expanded format to facilitate both onscreen testing and portfolio assessment. Learners presenting work for portfolio assessment are not expected to evidence all of the amplification. Learners who are to be assessed by the onscreen test could be tested on any aspect of the amplification.

AC1.1: Describe characteristics of effective leaders

- *Effective leaders:* adaptable; self-confident; proactive; reliable; ambitious; motivational; vision; has honesty and integrity; decisive; works well under pressure

AC1.2: Describe different leadership styles

- *Lewin's leadership styles:*
 - o Autocratic: provide clear expectations, clear division between leader and followers, independently makes decisions
 - o Participative: offer guidance and encouragement, consult on decisions but retain the final say
 - o Laissez-faire: offer little or no guidance, leave decision making up to team members
- *Goleman's leadership styles:*
 - o Coercive: demands team members comply with orders
 - o Authoritative: encourages team members to work towards a provided vision
 - o Affiliative: supports team members emotionally to build relationships
 - o Democratic: team members collaborate and make team decisions
 - o Pacesetter: sets high performance standards for team members
 - o Coaching: assists team members in their development

AC1.3: Describe ways in which leaders can motivate their teams

- *Motivating teams:*
 - o Sharing vision and values
 - o Valuing people
 - o Giving feedback and recognition
 - o Offering minimal criticism
 - o Fostering creativity
 - o *Stretching people's talents*
 - o Managing aspirations

AC1.4: Explain the benefits of effective leadership for organisations

- *Effective leadership:* achievement of objectives; motivation of staff; developing people's skills; shared vision and values
- *Benefits for organisations:* meeting organisations' needs; enhanced reputation; retain customers; increase customer base; increase profits; improved business performance; motivated staff; retention of staff

AC2.1: Explain the purpose of different types of teams

- *Different types:* temporary; permanent; interdependent; cross-functional
- *Purposes:*
 - o Temporary: time-limited task groups to complete projects or specific short-term tasks or an excess of work for the permanent team
 - o Permanent: long-term members of staff who complete business as usual tasks
 - o Interdependent: team members contribute to an overall goal, team members support one another to complete the task and often have similar roles and skills so they are interchangeable
 - o Cross-functional: team members are drawn from different areas of the organisation with different specialisms to solve problems or work on complex projects

AC2.2: Describe the stages of team development and behaviour

- *Tuckman's stages of team development:*
 - o Forming: dependent on leader for direction, individual roles not yet developed
 - o Storming: team members compete for positions with one another and with the leader
 - o Norming: team members accept their roles and responsibilities and cooperate with one another
 - o Performing: the team functions well and knows its purpose clearly, the leader delegates and oversees
 - o Adjourning (transforming): the group breaks up or moves on to a new project
- *Typical behaviour of team members at each stage:*
 - o Forming: positive, polite, anxious, excited to get on with the task
 - o Storming: frustrated with leadership and team members
 - o Norming: respectful of leadership and team members' strengths and weaknesses
 - o Performing: productive, cooperative and efficient
 - o Adjourning (transforming): positive if the team is moving on to a new project together, mournful if the team is being broken up

AC2.3: Explain the concept of team role theory

- *Team role theory*: meaning of 'role'; significance of roles played in a team; team members behavioural strengths and weaknesses
- *Belbin's team roles, contributions and allowable weaknesses of each role*:
 - Plant: highly creative and good at problem solving; unconventional and forgetful
 - Resource investigator: strong competitor with sector knowledge; can become forgetful and distracted from the purpose
 - Co-ordinator: focused on team goals and good at delegation; may delegate too much work away from themselves
 - Shaper: good at motivating others and keeping the team on target; can be aggressive or behave badly whilst trying to keep team on target
 - Monitor-evaluator: logical and impartial; too critical and slow
 - Teamworker: flexible and good at supporting team dynamics; can struggle to make decisions when facing opposition from other team members
 - Implementer: practical and efficient in planning work; can be inflexible if alternative, more-effective plans are put forward by other team members
 - Completer finisher: high standards and good at evaluating teamwork; can be too picky
 - Specialist: in-depth knowledge of a specific area; may not see the bigger picture or be able to work flexibly in different areas

AC2.4: Explain how the principle of team role theory is used in team building and leadership

- *Team role theory in team building*: selection of team members; selection of tasks to meet team members' contributions and allowable weaknesses; raising self-awareness of individual team members; building mutual respect; encouraging co-operation between team members based on understanding individuals' behavioural strengths and allowable weaknesses; developing strategies for effective team working for the future
- *Team role theory in leadership*: allocation of work; selection of members of sub-groups; awareness of contributions and allowable weaknesses; create a balanced team; address possible tensions or weaknesses in the team

AC2.5: Explain typical sources of conflict within a team and how they could be managed

- *Sources of conflict within a team:* Bell and Hart's eight causes of conflict (conflicting resources, conflicting working styles, conflicting perceptions, conflicting goals, conflicting pressures, conflicting roles, different personal values, unpredictable policies)
- *Managing conflict:* negotiation; open communications; learning about personality types; setting non conflicting goals; clear explanation of policies; consistent application of policies; early intervention

AC3.1: Explain the factors to be taken into account when setting targets

- *Types of targets:*
 - o Performance: measurements for individuals or teams to show how their individual work contributes to the organisation's goals; to check that their output is in line with expectations in terms of quality, quantity and meeting the agreed deadline
 - o Learning: individual or team-development needs to meet overall performance targets
- *Business factors:* business objectives; business priorities; resources – physical; human; budgetary
- *Team factors:* experience; skills; previous achievements; aspirations; developmental needs; workload
- Targets should be SMART – specific, measurable, achievable, realistic and time-bound

AC3.2: Describe a range of techniques to monitor the flow of work of a team

- *Project-management techniques:* set team and individual performance and learning objectives; monitor deadlines; monitor work and project milestones; progress reporting; Gantt charts to monitor project schedules
- *Performance management techniques:* key performance indicators (KPIs); benchmarking against successful teams or projects; work measurement; setting and monitoring milestones

AC3.3: Describe techniques to identify and solve problems within a team

- *Problems:* lack of cohesion; loss of team members; unmotivated team members; conflict; weak leadership; authoritarian leadership; poor planning; too many of the same Belbin role; reduction in productivity; signs of stress; missed deadlines
- *Identify problems:* observation; appraisals; one-to-one meetings; key performance indicators (KPIs); staff absences; monitor quality and quantity of work
- *Techniques to solve problems:* team briefings; one-to-one meetings; team review meetings; succession planning; goal setting; rewards; coaching; team planning meetings

AC4.1: Describe typical reasons for organisational change

- *Organisational change:* takeover; merger; methods of working; location of work; job roles; reporting relationships; rebranding; technology
- *Typical reasons for change:* activities of competitors; improvements in technology; desire for growth; desire to improve processes; government regulations; survival

AC4.2: Explain the importance of accepting change positively

- *Accepting change positively:* understanding new requirements; maintaining quality and quantity of work; identifying benefits of change
- *Importance of being positive:* effective implementation of change; support team members; maintain optimistic outlook; maintain output of work; enhance opportunities for team members to develop new skills

AC4.3: Explain the potential impact on a team of negative responses to change

- *Negative responses to change:* resistance to change; reduced motivation; reduced productivity; loss of team members
- *Potential impact:* failure to meet business needs; increased stress; reduced pay; reduced opportunities for development; reduced job security; loss of team members; reduced job satisfaction

AC4.4: Explain how to implement change within a team

- *Overcoming resistance:* communicate reasons; consult; support team members; share the vision; set positive example; link to individual goals; allow staff to participate in decisions; empowerment
- *Implementing change:* forcefield analysis; brainstorming; re-training; participative planning; setting milestones and deadlines; giving rewards; involvement of staff in change process

AC5.1: Explain the meaning of the term “motivation”

- *Motivation:* drive to behave in a certain way; decision to start an activity; effort to complete the activity; enthusiasm; willingness; pursuit of a goal; incentive to complete an activity

AC5.2: Explain factors that affect the level of motivation of team members

- *Factors that affect motivation positively:* reward (financial, praise, recognition, celebrating success); shared vision and values; feeling valued; feedback; fostering of creativity; stretching talents; aspirations encouraged
- *Factors that affect motivation negatively:* criticism; not feeling supported; favouritism; excessive workload; pay and working conditions; lack of recognition

AC5.3: Describe techniques that can be used to motivate team members

- *Techniques:* regular team briefings; team reviews; team and individual goal setting; support; rewards (financial, praise, recognition, celebrating success); incentives; constructive feedback; one-to-one meetings; equal treatment of all team members; setting a good example; consistency and fairness; offering learning and development opportunities for team members; encouraging aspirations; providing opportunities for stretching talents

AC5.4: Explain how having motivated staff affects an organisation

- *Effect on organisation:*
 - o Improvements in: work output; customer relations; customer retention; profitability; growing customer base; business performance; reputation; retention of staff; recruitment (costs reduced, better applicants, staff turnover reduced); reputation

Information for tutors

Suggested resources

Books

Carysforth et al – *BTEC First Business* (Pearson Education Limited, 2013)
ISBN 9781446901366

Leigh A and Maynard M – *Leading your Team* (2nd revised edition) (Nicholas Brealey Publishing, 2004) ISBN 9781857883046

Owen J – *How to Lead* (3rd edition) (Pearson Education Limited, 2011)
ISBN 97827375961

Websites

www.acas.org.uk – The Advisory, Conciliation and Arbitration Service: materials to support management in the workplace

www.bized.co.uk – Business education: educational resources for business studies

www.businessballs.com – Businessballs: learning and development resources for organisations

www.mindtools.com – Mind Tools: learning resources to support development of skills needed to succeed in a career

www.psychology.about.com – About.com Psychology: website for students of psychology, includes information on leadership and teams

Assessment

This unit can be assessed internally through a Portfolio of Evidence, or it can be assessed externally through an onscreen test. More information about each method of assessment is given below. This should be read in conjunction with Section 8 Assessment.

External assessment

External assessment is through an onscreen test. Pearson will set and mark this test. The test lasts for 45 minutes and is worth 35 marks. The assessment is available on demand.

The test assesses all of the learning outcomes and uses each individual assessment criterion and the associated Unit amplification as a base for the questions.

Internal assessment

Internal assessment is through an internally and externally quality assured Portfolio of Evidence. 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 follow the *Unit assessment guidance* given below.

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

Unit assessment guidance

Due to the nature of the individual learning outcomes and the size of the unit, different types of assessment are needed to produce sufficient and appropriate evidence to demonstrate achievement of the learning outcomes. The following are the required assessment methods for this unit.

All learning outcomes can either be assessed by a structured written assessment or oral question and answer (Q&A) sessions. If written assessment is used, it should allow the learners to contextualise and relate the concepts to their own working environment and work experiences. The written assessment can take the form of a single project or a series of linked or separate tasks, and learners can provide evidence in different formats such as reports, presentation slides, workbooks, reflective accounts and directed assignments, as long as they allow the learner to present the evidence required to meet the assessment criteria. If oral question and answer (Q&A) is used then this should be integrated, as far as possible, with the assessment of work-based competencies in related competence units. The oral question and answer (Q&A) session must be recorded and supported by a signed witness statement from the assessor and the learner's notes or visual aids. The assessor must ensure that the signed statement includes sufficient detail to support the assessment decisions for the learning outcomes and the related assessment criteria.

Learning outcome 2 must only be assessed by structured written assessment to allow the learners to demonstrate the depth and breadth of evidence required to meet the assessment criteria. This could be one single project or a series of linked or separate tasks. Whilst this learning outcome requires the learner to demonstrate generic and theoretical knowledge and understanding, there are still opportunities for learners to relate this to their working environment and working experiences and this should be utilised in the design of the assessment. Evidence could be presented in a range of formats similar to those stated above.

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))*
- *Equality Policy (Pearson)*
- *Recognition of Prior Learning Policy and Process (Pearson)*
- *UK Information Manual (Pearson)*
- *UK Quality Vocational Assurance Handbook (Pearson).*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are available on our website at qualifications.pearson.com

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to qualifications.pearson.com

Additional resources

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

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website, qualifications.pearson.com

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: www.edexcel.com/resources/Training.

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: 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: www.edexcel.com/contactus

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: www.pearsonwbl.edexcel.com/Our-support

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: www.pearsonwbl.edexcel.com/Our-support

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 for Business Administration, Customer Service and Management and Leadership

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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, 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 the Business Administration, Customer Service and Management and Leadership competence-knowledge based units and qualifications owned by Skills CFA. Units which have been imported by Skills CFA into their apprenticeships or competence-based qualifications will be assessed in compliance with their relevant assessment strategies. 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.

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 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 evidence 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.

To be able to assess candidates, Assessors must:

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to assess candidates undertaking competence-based units and qualifications. Assessors holding older qualifications must be able to demonstrate that they are assessing to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. An Assessors working towards an appropriate qualification must ensure their decisions are countersigned by a suitably-qualified assessor/verifier and should be supported by a qualified assessor throughout their training period.
- be "occupationally competent". Assessors must provide current evidence of competence, knowledge and understanding in the areas to be assessed. This will normally be achieved through demonstrating competence in the roles which are to be assessed or demonstrated by relevant experience and continuing professional development (CPD) which may include the achievement of qualifications relevant to the areas being assessed.
- have a full and current understanding of the units of competence and requirements of the qualifications being assessed, including 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)¹

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.

EQAs must:

- 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 how they are applied in business.
- demonstrate competence 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.

¹ Also known as External Verifier (EV)

² The need for countersigning the decisions of EQAs working towards a qualification, applies to England and Wales and not Scotland.

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.

IQAs must:

- 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 competence 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.

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.

³ Also known as Internal Verifier (IV)

⁴ The need for countersigning the decisions of IQAs working towards a qualification, applies to England and Wales and not Scotland.

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.
- 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.

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. Under this model, the employer, with the agreement of their Awarding Organisation may choose between:

- Achieving the appropriate regulatory body approved unit qualifications for assessment; **OR**
- Demonstrating that the employer's training and development activity undertaken to prepare, validate and review these assessment roles, maps 100% to the National Occupational Standards which these qualifications are based on. The mapping process must be agreed by the Awarding Organisation as providing the equivalent level of rigour and robustness as achievement of the unit qualification

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.
- **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. Realistic Working Environment Guidelines

Realistic Working Environment (RWE) can be applied to all the units on page 440:

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. 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

Annexe B: e-skills ITQ 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.

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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 Strategy¹ (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 principle² 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 ()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 QCF 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 QCF⁴ set out the following aims and design principles for accredited qualifications.

The aim of the QCF is 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 QCF is 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 QCF⁵, 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 Skills⁸ [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:

- 'IT User fundamentals' [IUF:FS]
- 'IT Communication fundamentals' [ICF:FS]
- '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 principles⁹

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 Tier¹⁰

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 QCF the 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:
 - enterprise activities (e.g. business plans, budgets and marketing materials);
 - voluntary activities (e.g. cash flows, programmes and newsletters); or
 - 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	Legacy accredited NVQ	Revised 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: <ul style="list-style-type: none"> • Statements of competence • Knowledge criteria • Knowledge components • Skills criteria • Skills component Key skills in IT related but not integrated	Consists of: <ul style="list-style-type: none"> • 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 Practice ¹¹ Assessment must be based on purposeful activities Assessors must hold a “D” or “A” award	Assessment must adhere to the Regulatory Arrangements for the QCF ¹² 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

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

Annexe C: Pearson Generic Assessment Strategy For NVQs, SVQs and Competence-Based Qualifications

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1. Introduction

- 1.1. The Assessment Strategy is designed to provide Pearson and approved centres with a robust and flexible approach to deliver assessment for NVQs/SVQs and competence-based qualifications. Where units are imported from NVQs/SVQs and competence-based qualifications the requirements of the associated assessment strategies for the units must be adhered to

2. External quality control

- 2.1. Pearson will provide qualifications and quality assurance processes that support risk-management of the delivery of these qualifications to centres approved to deliver NVQs/SVQs and competence-based qualifications in line with regulatory requirements in England, Scotland, Wales and Northern Ireland.
- 2.2. Pearson will use independent assessment⁵ for NVQs/SVQs and competence-based qualifications.

3. Assessing performance

- 3.1. Assessment of all units at any level of NVQs/SVQs and competence-based qualifications must be based on either learner performance at work or, only where this is strictly necessary, through simulation (See Section 4 below).
- 3.2. Units imported into the NVQs/SVQs and competence-based qualifications must be assessed in accordance with the imported assessment strategies.

4. Simulation of NVQ/SVQ units

- 4.1. Simulation is only permitted with agreement from Pearson in exceptional circumstances where natural work evidence is unlikely to occur. It must be used sparingly and must only form a small part of the evidence for the qualification. It should not be used for any part of the role that involves the direct supervision of others. Where simulation is used it must take place in a Realistic Working Environment.

⁵ Independent assessment is the external quality assurance of learners' work that is carried out by Standards Verifiers who do not have a vested interest in the outcome

5. Realistic Work Environment

For NVQs, SVQs and competence-based qualifications, the following criteria must be applied to the delivery and assessment environment for the occupational skills to which these qualifications attest. These criteria must be consistently and rigorously applied to ensure that all learners are being taught and assessed in a RWE that properly reflects the environment found in a commercial workplace.

This is to ensure that learners taught in this environment are not disadvantaged and are able develop fully occupational skills that are equivalent to those developed in the workplace.

- 5.1. A RWE established in schools, colleges, private training providers, industrial, commercial and other premises approved for the delivery of Pearson NVQs, SVQs and competence-based qualifications must be managed as a real work situation:
 - Learners must operate in and undergo assessment under realistic business, commercial and industry pressures.
- 5.2. Learners should provide occupational services that are completed both in a manner and to a timescale that is acceptable to commercial business organisations and in a manner that reflects normal, daily working patterns for the sector concerned.
- 5.3. The work rate and volume of work that learners provide must be comparable to that which is acceptable to normal, commercial business organisations.
- 5.4. The RWE in which the learner operates must take full account of any by-laws, legislation or local authority requirements that have been set down in relation to the type of work for the sector concerned.
- 5.5. The physical space and environment of the work area in which the learner operates must reflect that of a normal, commercial, business organisation and comply with Health and Safety legislation as it applies to the sector concerned.
- 5.6. The full range of contemporary, industry-standard services, professional products, tools, materials, equipment and ICT facilities must be available for use to enable learners to properly develop the full range of skills required for the occupational sector.
- 5.7. Where the occupation demands that learners demonstrate leadership or management skills, the RWE must allow the learner to meet these requirements and to properly discharge their responsibilities in this respect.
- 5.8. Where the occupation demands that the learner has additional responsibilities the RWE must allow the learner to properly meet these requirements.

- 5.9. Public and customer experience and perceptions of the RWE must properly reflect that for the occupation concerned such that learners meet the requirements for effective and acceptable:
- written and verbal communication
 - use of Personal Protective Equipment as required by the occupation
 - punctuality and time-keeping
 - customer service
 - personal conduct, appearance and hygiene
- 5.10. At all times the work RWE and the conduct of learners must fully comply with Health and Safety Legislation as it applies to the sector concerned.

6. Occupational expertise to assess performance and verify assessments

6.1. Evidence of learners' work achievements must be assessed, or verified at work by:

- a. **Assessors, or internal verifiers** who have achieved the appropriate regulatory body approved qualifications for assessment or internal quality assurance; or are working towards achievement of, the appropriate regulatory body approved qualifications for assessment or internal quality assurance the achievement of which must be made within 18 months of starting their role;

OR

- b. A **trainer, supervisor or manager**, elected by an employer, who must either:
1. Have achieved the appropriate regulatory body approved unit qualifications for assessment or internal quality assurance, or be working towards achieving, appropriate regulatory body approved unit qualifications for assessment or internal quality assurance the achievement of which must be made within 18 months of starting their role;

OR

2. Employer organisations may seek guidance and qualification approval from Pearson on the basis of the 'Employer Direct' model where they are able 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 or internal verification skills and knowledge 100% to the National Occupational Standards upon which the qualifications are based.
- 6.2 Assessors or Internal Verifiers that are working towards the achievement of the appropriate regulatory body approved qualifications for assessment or internal quality assurance must have their assessment decisions and quality assurance decisions authorised and counter-signed by a suitably qualified and occupationally competent assessor or internal verifier, respectively.
- 6.3 **Assessors** must be occupationally competent to make assessment judgements about the level and scope of individual learner performance.
- 6.4 **External Verifiers and Internal Verifiers** must be occupationally competent to make quality assurance judgements about the quality of assessment and the assessment process.
- 6.5 Pearson will supply information on the requirements for assessment and internal and external quality assurance practices and processes to centres.
- 6.6 All assessors and verifiers must maintain current occupational competence to deliver these functions. It is recognised this can be achieved in many ways but these must be recorded in individual continual professional development (CPD) records that are maintained in centres.

Annexe D: Personal, Learning and Thinking Skills mapping

PLTS	Units	1 L2	5 L2	6 L2
Independent Enquirers				
1	identify questions to answer and problems to resolve	AC2.1, AC3.1	AC3.5, AC3.6	
2	plan and carry out research, appreciating the consequences of decisions		AC3.5, AC3.7	
3	explore issues, events or problems from different perspectives	AC3.4	AC3.5, AC4.4	AC3.1
4	analyse and evaluate information, judging its relevance and value	AC3.6	AC3.6	
5	consider the influence of circumstances, beliefs and feelings on decisions and events	AC3.2, AC3.4	AC3.5	
6	support conclusions, using reasoned arguments and evidence	AC3.6	AC4.5	AC3.4
Creative Thinkers				
1	generate ideas and explore possibilities	AC2.2	AC3.5	AC3.1
2	ask questions to extend their thinking	AC3.4	AC3.6	
3	connect their own and others' ideas and experiences in inventive ways	AC3.3		AC3.1
4	question their own and others' assumptions	AC3.4		
5	try out alternatives or new solutions and follow ideas through	AC2.2, AC3.2	AC4.2, AC4.3	
6	adapt ideas as circumstances change		AC4.4	
Reflective Learners				
1	assess themselves and others, identifying opportunities and achievements		AC3.5, AC4.4	
2	set goals with success criteria for their development and work		AC3.5, AC3.7	
3	review progress, acting on the outcomes		AC4.4	
4	invite feedback and deal positively with praise, setbacks and criticism	AC3.5	AC3.6	
5	evaluate experiences and learning to inform future progress		AC3.5, AC3.6, AC4.4	
6	communicate their learning in relevant ways for different audiences		AC4.5	
Team Workers				
1	collaborate with others to work towards common goals	AC2.6		AC2.2, AC2.3
2	reach agreements, managing discussions to achieve results	AC3.5		AC3.1
3	adapt behaviour to suit different roles and situations, including leadership roles	AC3.3		AC3.2, AC3.3
4	show fairness and consideration to others	AC3.3, AC3.6		AC2.2, AC3.1
5	take responsibility, showing confidence in themselves and their contribution	AC2.6		AC2.4, AC3.2
6	provide constructive support and feedback to others	AC2.6, AC3.6	AC4.5	AC2.4
Self-Managers				
1	seek out challenges or new responsibilities and show flexibility when priorities change		AC4.2, AC4.3	
2	work towards goals, showing initiative, commitment and perseverance	AC2.6	AC4.2, AC4.3	
3	organise time and resources, prioritising actions	AC2.6	AC2.1, AC4.1	
4	anticipate, take and manage risks		AC2.2	
5	deal with competing pressures, including personal and work-related demands		AC2.3	
6	respond positively to change, seeking advice and support when needed	AC3.6	AC3.2, AC3.6, AC4.4	AC3.3, AC3.4
7	manage their emotions, and build and maintain relationships		AC3.2	
Effective Participators				
1	discuss issues of concern, seeking resolution where needed		AC3.5, AC3.6	AC2.4, AC3.1
2	present a persuasive case for action		AC3.7	AC3.2
3	propose practical ways forward, breaking these down into manageable steps		AC3.7	AC3.2, AC3.3
4	identify improvements that would benefit others as well as themselves		AC3.5, AC4.5	AC3.3, AC3.4
5	try to influence others, negotiating and balancing diverse views to reach workable solutions			AC2.2, AC3.1
6	act as an advocate for views and beliefs that may differ from their own			AC3.1

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