

Edexcel Level 2 NVQ Diploma in Court/Tribunal Administration (QCF)

Specification

Edexcel NVQ/competence-based qualifications

First registration December 2012

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Authorised by Martin Stretton
Prepared by Susan Hoxley

Publications Code N034875

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Qualification title covered by this specification

This specification gives you the information you need to offer the Edexcel Level 2 NVQ Diploma in Court/Tribunal Administration (QCF):

Qualification title

Edexcel Level 2 NVQ Diploma in Court/Tribunal Administration (QCF)

Qualification Number (QAN) Accreditation start date

6007171/0 01/12/12

This qualification has been accredited within the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DfE and the regularly updated website. It will also appear on the Learning Aim Reference Application (LARA), where relevant.

You should use the QCF Qualification Number (QN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique QCF reference number, which is listed in this specification.

The QCF qualification title and unit reference numbers will appear on the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

Key features of the Edexcel Level 2 NVQ Diploma in Court/Tribunal Administration (QCF)

This qualification:

- is nationally recognised
- is based on the National Occupational Standards (NOS). The NOS, assessment requirements/strategy and qualification structure are owned by Skills for Justice.

The Edexcel Level 2 NVQ Diploma in Court/Tribunal Administration (QCF) has been approved as a component for the Intermediate Apprenticeship in Court, Tribunal and Prosecution Administration.

What is the purpose of this qualification?

These qualifications are designed for learners employed in legal administrative roles who need to develop or consolidate their skills.

Learners are required to take mandatory units which cover aspects of Personal development and equality and diversity, together with keeping and recording court/tribunal files and records. Learners then have a choice of option units covering different functional areas such as workresponsibilities, document production, hearings and meetings,communications or customer service. There is a wide range of optional units allowing learners to choose units to meet the needs of their own work role.

Who is this qualification for?

This qualification is for all learners aged 16 and above who are capable of reaching the required standards.

Edexcel's policy is that the qualification should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualification(s).

What are the benefits of this qualification to the learner and employer?

This qualification is a work-based qualification which enables learners to develop knowledge, understanding and skills essential for working in a legal administration environment, such as communication skills, working with others and managing and improving own performance.

What are the potential job roles for those working towards this qualification?

- legal administrative assistant/administrator
- Civil Service/CPS administrative assistant/officer
- Payroll clerk/supervisor/manager

What progression opportunities are available to learners who achieve this qualification?

These qualifications will enable learners to progress within employment to administrative positions such as team administrators in the legal sector. Learners may progress to other Level 2 qualifications such as the Edexcel BTEC Level 2 Certificate in Principles of Business and Administration, or the Edexcel BTEC Level 2 Certificate/Extended Certificate/Diploma in Business. Learners can also progress to a Level 2 Apprenticeship in Business and Administration.

Learners can also progress to level 3 qualifications such as the Edexcel Level 3 NVQ Certificate or Diploma in Business and Administration, or Level 3 BTECs in Business, Business Administration or Law. Learners can also progress to the Level 3 Apprenticeship in Business and Administration.

Further information is available in *Annexe A*.

What is the qualification structure for the Edexcel Level 2 NVQ Diploma in Court/Tribunal Administration (QCF)?

Individual units can be found in the *Units* section.

To achieve the Edexcel Level 2 NVQ Diploma in Court/Tribunal Administration (QCF) learners must complete a minimum of 41 credits.

All 28 credits from the mandatory units, a minimum of one unit but no more than two units from optional unit group A and a maximum of one unit from optional unit group B.

No more than 20 credits are allowed from Level 3 units.

Mandatory units

Unit number	Unit reference number	Unit title	Level	Credit
1	Y/601/5312	Equality and diversity	3	6
2	A/601/4847	Collate and provide papers for individual court/tribunal cases	2	6
3	D/602/5646	Maintain court/tribunal records	2	6
4	D/601/4808	Receive and progress court/tribunal cases	2	6
5	F/600/9469	Manage personal development	2	4

Group A optional units

Unit number	Unit reference number	Unit title	Level	Credit
6	T/601/4877	Administer the collection of financial orders levied by courts/tribunals	2	6
7	T/601/4846	Allocate, list and arrange resources for court/tribunal cases	2	5
8	T/602/5636	Ensure attendance at courts/tribunals	2	6
9	M/601/4876	Process appeals against decisions made by courts/tribunals	2	6

Unit number	Unit reference number	Unit title	Level	Credit
10	H/502/5647	Process claims for expenses relating to attendance at courts/tribunal	2	5
11	J/503/7389	Process the outcomes of court/tribunal hearings	3	6
12	R/602/5630	Progress requests for the rescheduling/adjournment of court/tribunal cases	3	6
13	H/601/4874	Respond to enquiries regarding courts/tribunals	2	8
14	Y/601/3673	Address applications for legal aid	2	6
15	H/602/5650	Coordinate the provision of jurors	2	5

Group B optional units

Unit number	Unit reference number	Unit title	Level	Credit
16	T/601/2420	Develop and sustain effective working with staff in other agencies	3	3
17	H/602/5468	Maintain personal security and safety, and be alert to the security of others	3	7
18	M/601/1511	Resolve customer service problems	2	6
19	L/502/4207	IT User Fundamentals	2	3

How is the qualification graded and assessed?

The overall grade for the qualification is a 'pass'. The learner must achieve all the required units within the specified qualification structure.

To pass a unit the learner must:

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

The qualification is designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or
- as part of a training programme.

Assessment strategy

The assessment strategy for this qualification has been included in *Annexe D*. It has been developed by Skills for Justice in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- criteria for defining realistic working environments
- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Evidence of competence may come 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/training programme whether at or away from the workplace
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence 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.

Types of evidence (to be read in conjunction with the assessment strategy in Annexe D)

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the examples below. Centres should refer to the assessment strategy for information about which of the following are permissible.

- 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, where permitted by the assessment strategy (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EPW)
- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

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, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Edexcel standards verifier. A range of recording documents is available on the Edexcel website: www.edexcel.com. Alternatively, centres may develop their own.

Centre recognition and approval

Centre recognition

Centres that have not previously offered Edexcel qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Edexcel approval are able to gain qualification approval for a different level or different sector via Edexcel online.

Approvals agreement

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

Quality assurance

Detailed information on Edexcel's quality assurance processes is given in *Annexe B*.

What resources are required?

This qualification is designed to support learners working in the justice sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe D: Assessment strategy*. Staff assessing learners must meet the requirements within the overarching assessment strategy for the sector.

Unit format

Units in this specification contains the following sections.

Unit title:				
The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).				
Unit code:				
This is the unit owner's reference number for the specified unit.				
Unit reference number:				
This code is a unique reference number for the unit.				
QCF level:				
All units and qualifications within the QCF have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional.				
Credit value:				
All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.				
Guided learning hours:				
A notional measure of the substance of a qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice. It excludes learner-initiated private study.				
Unit summary:				
This provides a summary of the purpose of the unit.				
Assessment requirements/evidence requirements:				
The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.				
Assessment methodology:				
This provides a summary of the assessment methodology to be used for the unit.				
Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.

Units

Unit 1: Equality and diversity

Unit code: Y/601/5312

QCF level: 3

Credit value: 6

Guided learning hours: 30

Unit summary

To develop understanding of the promotion of equality and diversity with regard to learners, the organisation and the sector.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the key features of a culture which promotes equality and values diversity	<p>1.1 explain the meaning and benefits of diversity and the promotion of equality</p> <p>1.2 explain forms of inequality and discrimination and their impact on individuals, communities and society</p> <p>1.3 identify and outline the relevant legislation, employment regulations and policies and codes of practice relevant to the promotion of equality and valuing of diversity</p>			
2 Understand the importance of the promotion of equality and valuing of diversity for effective work in the sector	<p>2.1 explain how the promotion of equality and diversity can protect people from risk of harm</p> <p>2.2 explain action taken to value individuals and its impact</p> <p>2.3 explain good practice in providing individuals with information</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand and demonstrate behaviour appropriate to the promotion of equality and valuing of diversity	3.1 explain and demonstrate ways of communication and behaviour which support equality and diversity 3.2 explain impact of own behaviour on individuals and their experience of the organisation's culture and approach 3.3 explain how own behaviour can impact on own organisation's culture 3.4 explain how working with other agencies can promote diversity			
4 Understand how to actively help others in the promotion of equality and valuing of diversity	4.1 describe actions by individuals which can undermine equality and diversity and review strategies for dealing with these effectively 4.2 explain strategies for dealing with systems and structures which do not promote equality and diversity			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Understand how to review own contribution to promoting equality and valuing diversity	5.1 identify own strengths and areas for development in promoting equality and valuing diversity, using reflection and feedback from individuals 5.2 identify and use appropriate sources for support in promoting equality and valuing diversity, explaining why this is necessary			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Unit 2: Receive and progress court/tribunal cases

Unit code: D/601/4808

QCF level: 2

Credit value: 6

Guided learning hours: 20

Unit summary

This is about receiving information regarding cases, and then checking and progressing cases towards their hearing at courts/tribunals.

Cases can be either criminal or civil in courts, or tribunal cases.

In a number of the performance criteria the phrase 'where relevant' or 'where required' appears. This recognises that such criteria may not apply in all cases, or in all types of court/tribunal.

This is for individuals whose responsibilities include registering relevant documents and administering the progress of cases.

Assessment requirements/evidence requirements

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Individuals must demonstrate they have received and progressed court/tribunal cases for at least two separate court/tribunal sittings and within their organisational guidelines.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the principles and procedures of receiving and progressing court/tribunal cases	<p>1.1 explain the importance of registering details correctly, and the implications of not doing this</p> <p>1.2 describe the procedures for creating new case files</p>		
2	Understand factors affecting the receipt and progress of cases towards their hearing	<p>2.1 identify the documentation and associated details required when reviewing case details received</p> <p>2.2 identify cases requiring registration fees within own area of operations, if any, and the nature of such fees within own area of operations</p> <p>2.3 identify time limits within which papers relating to new cases must be received and progressed, where appropriate to own area of operations</p> <p>2.4 identify the jurisdictions within own area of responsibility</p> <p>2.5 state factors affecting which court or hearing is appropriate to address cases within own area of responsibility</p> <p>2.6 identify the information required when registering cases, and the procedures for addressing any gaps</p> <p>2.7 identify the circumstances where summons are required</p>		

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.8 identify those parties to be notified of new cases, and the procedures for doing this</p> <p>2.9 describe the nature of principal types of enquiries received when registering cases, and how to deal with these correctly</p>			
<p>3 Know how to receive and progress court/tribunal cases towards their hearing</p>	<p>3.1 outline the actions to take when addressing invalid documentation due to:</p> <ul style="list-style-type: none"> - missing details - issues over jurisdiction <p>3.2 identify current organisational requirements and procedures relating to information necessary to support and register new cases</p> <p>3.3 state the procedures for ensuring that confidential information remains secure</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Be able to receive and review case details</p>	<p>4.1 review supporting documentation received regarding a case</p> <p>4.2 ensure correct fees are tendered, where relevant, and processed correctly</p> <p>4.3 establish the correct details are provided</p> <p>4.4 check the date of receipt of the documentation and confirm the registration is within time requirements</p> <p>4.5 take necessary actions, where required, to address any invalid documentation correctly</p> <p>4.6 identify the legislation or jurisdiction upon which the case is being brought and determine correctly the type and location of court/tribunal appropriate to hear the case</p> <p>4.7 process documentation promptly for approval to the relevant person</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to register and progress cases towards their hearings	5.1 register new cases accurately and promptly 5.2 create and maintain case files correctly 5.3 notify all relevant parties of new cases, providing them with all required information 5.4 address enquiries promptly and correctly 5.5 keep confidential information secure			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 3: Collate and provide papers for individual court/tribunal cases

Unit code: A/601/4847

QCF level: 2

Credit value: 6

Guided learning hours: 20

Unit summary

This is for individuals whose responsibilities include collating and preparing relevant documentation required by court officials/panel members in readiness for hearings.

Assessment requirements/evidence requirements

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Individuals must demonstrate they have collated and provided papers for individual court/tribunal cases for at least two separate court/tribunal sittings within their organisational guidelines.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the principles underpinning the collation and provision of papers for individual court/tribunal cases	<p>1.1 explain the importance of ensuring that the information is distributed correctly, and how to do this</p> <p>1.2 explain the importance of maintaining confidentiality and how to do this</p>			
2 Understand the factors affecting the collation and provision of papers for individual court/tribunal cases	<p>2.1 identify current organisational requirements and procedures for the collation and preparation of papers for hearings, within own area of responsibility</p> <p>2.2 identify the correct documents required for:</p> <ul style="list-style-type: none"> - different types of cases - different types of officials/panel members <p>2.3 describe procedures for dealing with exceptions and any unauthorised information</p> <p>2.4 identify the correct timescales within which information is to be collated and made ready</p> <p>2.5 identify own levels of responsibility, and to whom to refer should these be exceeded</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to ensure that the required information and papers are complete for individual court/tribunal cases</p>	<p>3.1 organise the papers and information required by court/tribunal officials and other relevant parties attending the hearing</p> <p>3.2 determine any papers outstanding, and the parties responsible for their provision</p> <p>3.3 request any papers and information outstanding, ensuring:</p> <ul style="list-style-type: none"> - they are in line with the scheduled hearing date - information is set out clearly on what is sought - a correct timescale is requested for its provision <p>3.4 identify and address any issues requiring research and discussion, notifying, where relevant, the necessary parties and setting out the information sought</p> <p>3.5 record requests made for information accurately</p> <p>3.6 chase responses where issues remain outstanding, where necessary</p> <p>3.7 collate and record all information gathered</p> <p>3.8 keep confidential information secure</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Be able to make required papers available for individual court/tribunal cases</p>	<p>4.1 collate files, containing all relevant documentation, according to the requirements of the court/tribunal officials attending the hearing</p> <p>4.2 refer any difficulties in collating the files to the relevant person</p> <p>4.3 issue the appropriate files to the correct individuals in time for the hearing and according to an agreed schedule</p> <p>4.4 make information available promptly to those who need it and who have a right to it</p> <p>4.5 highlight and discuss key points with the relevant court/tribunal officials, where required</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 4:	Maintain court/tribunal records
Unit code:	D/602/5646
QCF level:	2
Credit value:	6
Guided learning hours:	20

Unit summary

This is for individuals whose responsibilities include keeping official records of proceedings within courts/tribunals.

Assessment requirements/evidence requirements

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Individuals must demonstrate they have maintained court/tribunal records on at least two separate occasions and within their organisational guidelines.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the principles of maintaining court/tribunal records</p>	<p>1.1 explain the importance of:</p> <ul style="list-style-type: none"> - maintaining accurate records of the outcomes of cases - maintaining confidentiality of information - following current organisational requirements and procedures for recording case proceedings 			
<p>2 Understand factors affecting the maintenance of court/tribunal records</p>	<p>2.1 identify current organisational requirements and procedures for recording case proceedings</p> <p>2.2 provide examples of the parties to be notified of the outcomes of cases, and information to which they are entitled, including:</p> <ul style="list-style-type: none"> - case progression officers - litigants and their representatives - the press and relevant enforcement agencies <p>2.3 identify circumstances requiring the issue of emergency/immediate orders, and the action to take against jurors who fail to attend court/tribunal, where relevant</p> <p>2.4 give examples of work outside own level of authority and responsibility, and whom to refer these to</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.5 describe organisational requirements relating to:</p> <ul style="list-style-type: none"> - the retention, storage and release of case documentation and supporting articles of evidence - the processing of case records relating to hearings <p>2.6 describe papers requiring validation and authorisation</p>			
3	3.1 Know how to maintain court/tribunal records			
4	<p>Be able to record and process proceedings</p> <p>4.1 record proceedings and outcomes of cases:</p> <ul style="list-style-type: none"> - clearly and accurately - noting all necessary details correctly - entering details promptly on to the relevant system(s) <p>4.2 record accurate and complete details of:</p> <ul style="list-style-type: none"> - all relevant parties - adjourned cases - cases subject to appeal <p>4.3 check all necessary court documentation is signed and recorded correctly</p> <p>4.4 refer any queries outside own area of expertise or authority, promptly to the relevant person(s)</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Be able to maintain the integrity of court/tribunal documentation and articles of evidence</p>	<p>4.5 notify all relevant parties correctly of the outcomes, where applicable</p> <p>4.6 process correctly and promptly circumstances requiring the issue of emergency/immediate orders, where relevant</p> <p>4.7 keep confidential information secure</p> <p>4.8 act within the limits of own authority</p> <p>5.1 produce accurate and up to date case records</p> <p>5.2 obtain the correct authorisation and validation for records of cases, where necessary</p> <p>5.3 identify correctly the documentation and supporting evidence regarding cases:</p> <ul style="list-style-type: none"> - to be collated and retained - retaining the necessary originals, or copies where these are acceptable <p>5.4 keep all documentation and articles of evidence secure</p> <p>5.5 make information available promptly to those who need and have a right to it</p>			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 5: Manage personal development

Unit code: F/600/9469

QCF level: 2

Credit value: 4

Guided learning hours: 20

Unit summary

This unit will ensure that learners can identify and assess progress against performance requirements in own work role.

Assessment requirements/evidence requirements

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to identify and agree performance requirements of own work role.	1.1 outline work role performance requirements with those they report to			
2 Be able to measure and progress against objectives.	2.1 identify ways that progress will be measured against own work objectives			
3 Be able to identify gaps in skills and knowledge in own performance.	3.1 explain knowledge and skills required for own work role. 3.2 identify opportunities and resources available for personal development. 3.3 produce a development plan to address own needs and agree with line manager.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to carry out and assess activities within own development plan.	4.1 plan activities in own development plan that address identified needs 4.2 collect feedback from colleagues on the result of development activities on own performance. 4.3 assess the success of activities carried out as part of own development plan.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Unit 6: Allocate, list and arrange resources for court/tribunal cases

Unit code: T/601/4846

QCF level: 2

Credit value: 5

Guided learning hours: 20

Unit summary

This is about allocating, listing and arranging resources for cases progressing to hearings. It includes establishing that the relevant facilities and resources are available and that court officials/panel members are notified.

Cases can be either criminal or civil in courts, or tribunal cases.

This is for individuals whose responsibilities include listing or scheduling, individual cases.

Assessment requirements/evidence requirements

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Individuals must demonstrate they have allocated, listed and arranged resources for court/tribunal cases for at least two separate court/tribunal sittings within their organisational guidelines.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the principles of allocating and listing cases for court/tribunals	1.1 explain the importance of allocating and listing cases correctly, and the potential issues arising where this is not carried out			
2 Understand factors affecting court/tribunal cases when allocating and listing cases	2.1 identify current organisational requirements and procedures relating to allocating and listing cases 2.2 identify the jurisdiction and types of cases for the courts/tribunals which they are responsible 2.3 identify factors to consider when assessing the likely duration of cases, according to own organisation's jurisdictional procedures 2.4 identify those personnel required to hear different types of cases including: <ul style="list-style-type: none"> - judiciary - other court officials/panel members 2.5 identify accurate timescales within which different types of cases must be heard, within own area of responsibility 2.6 identify the range of individuals to be notified of the dates of hearings			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to allocate, list and arrange resources for court/tribunal cases</p>	<p>3.1 ensure that all necessary information is available to enable cases to be listed, and address any gaps promptly and correctly</p> <p>3.2 confirm that the jurisdiction of cases has been identified correctly at registration</p> <p>3.3 estimate the likely duration of different types of cases, in line with own organisation’s jurisdictional procedures</p> <p>3.4 allocate the relevant personnel to hear cases for the anticipated duration of court/tribunal sittings in:</p> <ul style="list-style-type: none"> - different types of cases - different locations <p>3.5 allocate the necessary facilities to be available for the anticipated duration of court/tribunal sittings</p> <p>3.6 list cases, in line with own organisation’s procedures</p> <p>3.7 confirm, where relevant that the dates for cases are within required timescales, notifying relevant internal and external authorities of any potential difficulties in meeting such timescales</p> <p>3.8 notify all relevant internal and external parties of the necessary details of the listed cases, where required</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.9 notify relevant authorities of any barriers identified with respect to the attendance of: <ul style="list-style-type: none"> - witnesses - others 			

Learner name: _____ Date: _____
 Learner signature: _____ Date: _____
 Assessor signature: _____ Date: _____
 Internal verifier signature: _____ Date: _____
 (*if sampled*)

Unit 7: Progress requests for the rescheduling/adjournment of court/tribunal cases

Unit code: R/602/5630

QCF level: 3

Credit value: 6

Guided learning hours: 20

Unit summary

This is about progressing requests for the rescheduling, or adjournments of cases, which can include postponements as well as adjournments. It includes notifying relevant personnel and allocating, listing and arranging resources so that postponed or adjourned cases can be reconvened at the earliest appropriate opportunity.

Cases can be either criminal or civil in courts, or tribunal cases.

This is for individuals whose responsibilities include progressing postponed and/or adjourned cases.

Assessment requirements/evidence requirements

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Individuals must demonstrate they have progressed requests for the rescheduling/adjournment of court/tribunal cases on at least two separate occasions and within their organisational guidelines.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the principles of rescheduling/ adjournment of court/tribunal cases</p>	<p>1.1 explain the importance of allocating and listing rescheduled cases:</p> <ul style="list-style-type: none"> - correctly - at the earliest appropriate opportunity - potential issues arising where this is not carried out 			
<p>2 Understand factors affecting the rescheduling/ adjournment of court/tribunal cases</p>	<p>2.1 describe current organisational requirements and procedures relating to rescheduling cases</p> <p>2.2 identify the principal reasons why different parties seek to reschedule listed cases</p> <p>2.3 give examples of reasons where rescheduling is justified</p> <p>2.4 identify the jurisdiction of the courts/tribunals for which you are responsible, and the types of cases that they can hear</p> <p>2.5 describe factors to consider when assessing the likely duration of a case</p> <p>2.6 identify those personnel required to hear the types of cases within own area of responsibility</p> <p>2.7 give examples of relevant timescales within which cases must be heard</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.8 identify the range of individuals to be notified of rescheduled cases, and of the dates of rescheduled hearings, and how to do this</p> <p>2.9 give examples of work outside own level of authority and responsibility, and whom to refer these to</p>			
<p>3 Be able to progress requests for the rescheduling/adjournment s of court/tribunal cases</p>	<p>3.1 identify requests to reschedule cases, and where necessary, refer these to the relevant internal and external authority</p> <p>3.2 ensure all necessary information is available to reschedule cases, and address any gaps promptly and correctly</p> <p>3.3 alert the required external and internal parties of the rescheduling promptly and correctly</p> <p>3.4 identify when the case might next be scheduled in line with own organisation’s procedures</p> <p>3.5 estimate the likely duration of the case when it is next heard in line with own jurisdictional procedures</p> <p>3.6 check the availability of relevant personnel for the rescheduled case, its location and anticipated duration</p> <p>3.7 arrange the availability of the necessary facilities for the anticipated duration of the rescheduled case</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>3.8 ensure that arrangements are made to:</p> <ul style="list-style-type: none"> - reschedule cases correctly - at the earliest appropriate date - rebook the required resources <p>3.9 confirm where relevant that the date for the case is within required timescales</p> <p>3.10 notify promptly and correctly relevant internal and external authorities and personnel of:</p> <ul style="list-style-type: none"> - any potential difficulties in meeting timescales - the dates of cases that are rescheduled - any barriers identified with the attendance of witnesses and others <p>3.11 communicate clearly, concisely and accurately</p> <p>3.12 maintain accurate and up to date records</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 8: Ensure attendance at courts/tribunals

Unit code: T/602/5636

QCF level: 2

Credit value: 6

Guided learning hours: 20

Unit summary

This is about notifying those members of the public who are required to attend court/tribunal hearings, including those being prosecuted, witnesses and other relevant third parties.

It includes taking steps, where relevant and appropriate, to address any obstacles to their attendance. This unit excludes the notifying of jurors when dealing with cases in courts.

Cases can be either criminal or civil in courts, or tribunal cases.

This is for individuals whose responsibilities include notifying members of the public of hearings, dealing with enquiries arising regarding their particular case, and addressing issues towards ensuring their attendance. Such enquiries are likely to be those addressed via correspondence.

Assessment requirements/evidence requirements

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Individuals must demonstrate they have ensured attendance at courts/tribunals on at least two separate occasions and within their organisational guidelines.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand factors and processes in ensuring attendance at courts/tribunals</p>	<p>1.1 identify current organisational requirements and procedures for notifying those whose attendance at a court/tribunal is sought</p> <p>1.2 describe the principal types of obstacles that might hinder a person's ability to attend a court/tribunal, the types of support that are available, and how to progress these</p> <p>1.3 describe the agencies/third parties available to provide support and how their involvement should be initiated</p> <p>1.4 give different examples of the correct actions to take when concerned about a person's intention to attend a hearing</p> <p>1.5 identify the principal types of queries from those required to attend court/tribunal and how to deal with these</p> <p>1.6 identify what information is confidential, and how to ensure that it is only available to those with authorised access</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to confirm the availability of required attendees</p>	<p>2.1 determine those members of the general public who are required to attend the hearing</p> <p>2.2 notify, where relevant, all appropriate individuals of the date of the hearing and its location, within required timescales</p> <p>2.3 provide individuals with further appropriate supporting information to explain procedures and roles, as required</p> <p>2.4 refer any difficulties in obtaining confirmation of attendance promptly to the relevant person</p> <p>2.5 review information provided by those required to attend ensuring:</p> <ul style="list-style-type: none"> - references to obstacles to their attending at the time scheduled are identified - relevant actions to overcome any obstacles are taken 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to address queries arising from those required to attend court/tribunal</p>	<p>3.1 respond to queries raised by those required to attend courts/tribunals:</p> <ul style="list-style-type: none"> - fully and accurately - within agreed timescales <p>3.2 explain clearly and accurately the process, and who to contact for any queries outside own area of responsibility or expertise</p> <p>3.3 deal with individuals in an ethical manner, recognising their needs, with respect for race, diversity and human rights</p> <p>3.4 keep confidential information secure</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 9:	Address applications for legal aid
Unit code:	Y/601/3673
QCF level:	2
Credit value:	6
Guided learning hours:	20

Unit summary

This unit is about processing applications for legal aid. It includes receiving applications, confirming their eligibility, and processing approved claims.

The unit is for individuals whose responsibilities include processing claims.

Assessment requirements/evidence requirements

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Individuals must demonstrate they have addressed applications for legal aid on at least two separate occasions and within their organisational guidelines.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the factors affecting how applications for legal aid are addressed</p>	<p>1.1 explain the purpose of legal aid, and for whom it is intended</p> <p>1.2 explain the importance of keeping confidential information secure</p> <p>1.3 explain the process for applying for legal aid</p> <p>1.4 identify current organisational requirements and procedures relating to processing applications for legal aid</p> <p>1.5 define the correct timescales for applicants to enter different types of applications</p> <p>1.6 explain the levels of own authority for dealing with applications for legal aid and to whom to refer should these be exceeded</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to receive applications and determine the grounds for legal aid</p>	<p>2.1 check that applications for legal aid are complete, and any supporting documentation is provided</p> <p>2.2 address any incomplete applications promptly</p> <p>2.3 request information that is missing from the relevant party, setting out clearly and correctly what is sought</p> <p>2.4 acknowledge receipt of applications correctly</p> <p>2.5 assess the reasons given in the application towards justifying the provision of legal aid</p> <p>2.6 assess correctly whether the application fulfils the criteria for awarding legal aid</p> <p>2.7 review applications within required timescales</p> <p>2.8 address relevant queries promptly and accurately</p> <p>2.9 keep confidential information secure</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to process applications for legal aid</p>	<p>3.1 establish correctly those applications for legal aid which fulfil the required criteria</p> <p>3.2 calculate correctly the amount of legal aid payable</p> <p>3.3 issue promptly applications fulfilling the necessary criteria to the relevant authority for approval, with reasons justifying their approval</p> <p>3.4 notify applicants promptly where their application has been turned down, explaining the rationale in a constructive and professional manner</p> <p>3.5 notify relevant parties promptly of approved applications, issuing all supporting information correctly</p> <p>3.6 record accurately all details of applications and decisions reached</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 10: **Process claims for expenses relating to attendance at courts/tribunals**

Unit code: H/602/5647

QCF level: 2

Credit value: 5

Guided learning hours: 20

Unit summary

This is for individuals whose responsibilities include the processing of claims made by parties attending courts/tribunals.

Assessment requirements/evidence requirements

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Individuals must demonstrate they have processed claims for expenses relating to attendance at courts/tribunals on at least two separate occasions and within their organisational guidelines.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand factors affecting the processing of claims for expenses relating to attendance at courts/tribunals</p>	<p>1.1 describe current organisational requirements and procedures for:</p> <ul style="list-style-type: none"> - checking and processing claims for expenses by those attending court - recording expenses claimed for extracting and maintaining records of relevant components from within the claims <p>1.2 describe the criteria which claimants must fulfil to qualify for claiming expenses</p> <p>1.3 define the types of expenses which can be claimed and the allowance for each</p> <p>1.4 define the timescales within which claims for expenses are to be processed and paid</p> <p>1.5 explain the levels of own authority and to whom to refer should these be exceeded</p> <p>1.6 describe why it is important to deal with claimants in a professional manner</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to check the validity of claims</p>	<p>2.1 check that claims for the reimbursement of expenses are complete and, where relevant, have all the required supporting evidence</p> <p>2.2 confirm that the claimant attended the case for which reimbursements are claimed, and that they qualify for reimbursements</p> <p>2.3 determine that the amount claimed is correct and in line with the amounts payable</p> <p>2.4 identify correctly any incomplete documentation or where there is a potential anomaly</p> <p>2.5 take the correct actions to address incomplete documentation or anomalies including:</p> <ul style="list-style-type: none"> - referring the matter to own line manager - returning the documentation to the claimant with a covering letter <p>2.6 refer any queries regarding claims, which are outside own authority to address, promptly to own line manager, setting out clearly and concisely the reason for the query</p> <p>2.7 decline any claims that are not valid, notifying the claimant:</p> <ul style="list-style-type: none"> - promptly and politely - the reasons why their claim is not valid 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to process valid claims for payment	2.8 address clearly and accurately queries from parties attending cases relating to their eligibility for reimbursement of their expenses 3.1 process valid claims correctly and forward these for payment within agreed timescales 3.2 produce accurate and up to date records of claims made 3.3 respond to any subsequent queries from claimants correctly, forwarding any that are outside own level of responsibility promptly to own line manager			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 11: Co-ordinate the provision of jurors

Unit code: H/602/5650

QCF level: 2

Credit value: 5

Guided learning hours: 20

Unit summary

This unit is about ensuring that there are sufficient jurors available for the schedule of cases. It includes issuing the summons to attend for jury service and monitoring responses.

This unit is for individuals whose responsibilities include summoning members of the public to attend for jury service.

Assessment requirements/evidence requirements

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Individuals must demonstrate they have coordinated the provision of jurors on at least two separate occasions and within their organisational guidelines.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the principles and procedures required for the provision of jurors</p>	<p>1.1 identify organisational requirements and procedures for:</p> <ul style="list-style-type: none"> - generating the names of those to be summoned for jury service, - for issuing the subsequent summons to each individual selected <p>1.2 describe different types of factors affecting eligibility for jury service</p> <p>1.3 describe the selection procedures for jurors at court</p> <p>1.4 describe the role and responsibilities of jurors</p> <p>1.5 describe the procedures for receiving jurors at court and what jurors can expect</p> <p>1.6 identify different types of expenses that can be claimed by jurors and the process for claiming and reimbursing these expenses</p> <p>1.7 identify the types of information to be included with a summons for jury service</p> <p>1.8 identify organisational requirements and procedures for monitoring responses to summons issued, including the actions relevant to dealing with late responses</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.9 identify the procedures and criteria to be met when considering:</p> <ul style="list-style-type: none"> - applications to be excused from jury service, or to have jury service deferred - applications to be excused from jury service where these are made on the day of the hearing <p>1.10 describe the timescales within which applications have to be addressed</p>			
<p>2 Be able to summon sufficient numbers for jury service</p>	<p>2.1 prepare the schedule of cases and the number of potential jurors required in line with the jury selection procedure</p> <p>2.2 generate the required number of names and addresses of those to be summoned for jury service</p> <p>2.3 check that the names identified are eligible for jury service</p> <p>2.4 issue a summons to each eligible name identified within agreed timescales, setting out correctly the date and time when their jury service will begin</p> <p>2.5 provide all relevant information, including the contact details for any queries that those summoned may have regarding their jury service</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to monitor the response to summons issued</p>	<p>3.1 monitor responses to the jury summons</p> <p>3.2 provide all relevant details correctly regarding the location of the court which the person is to attend, together with information about what the person can expect</p> <p>3.3 address correctly requests for special arrangements by future jurors, including those relating to their gaining access</p> <p>3.4 address correctly applications to be excused from jury service, or for jury service to be deferred</p> <p>3.5 give the reasons for the decision notify individuals of the outcome of applications to be excused, or for jury service to be deferred, stating clearly</p> <p>3.6 respond, and issue relevant information, within agreed timescales</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 12: Process appeals against decisions made by courts/tribunals

Unit code: M/601/4876

QCF level: 2

Credit value: 6

Guided learning hours: 20

Unit summary

This is about receiving appeals against decisions made in courts/tribunals, collating the relevant documentation and notifying all relevant parties regarding a pending appeal. It includes identifying whether the case is appealable.

Cases can be either criminal or civil in courts, or tribunal cases.

This is for individuals whose responsibilities include processing cases going to appeal.

Assessment requirements/evidence requirements

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Individuals must demonstrate they have processed appeals against decisions made by courts/tribunals on at least two separate occasions and within their organisational guidelines.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the principles of processing appeals against decisions made by courts/tribunals	1.1 explain the importance of: <ul style="list-style-type: none"> - ensuring that information is distributed correctly - maintaining accurate and up to date files - maintaining confidentiality 			
2 Know and understand factors affecting processing appeals against decisions made by courts/tribunals	2.1 identify current organisational requirements and procedures for the collation and preparation of papers for cases going to appeal 2.2 identify current organisational procedures for processing appeals 2.3 give examples of the fees associated with lodging an appeal 2.4 define the correct criteria that must be met for there to be competent grounds for appeal 2.5 define the timescale within which an appeal has to be lodged 2.6 identify the parties to be notified of cases going to appeal and how to notify them 2.7 give examples of work outside own level of authority and responsibility, and whom to refer these to 2.8 describe procedures for obtaining reports from presiding officials regarding their decisions on cases going to appeal			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.9 give examples in own area of work of:</p> <ul style="list-style-type: none"> - procedures for dealing with different types of exceptions - any unauthorised information 			
<p>3 Be able to record cases for appeal</p>	<p>3.1 ensure the documentation in lodging appeals is received within required timescales and contains all necessary information</p> <p>3.2 ensure that the correct fees are tendered and processed correctly</p> <p>3.3 address any incomplete documentation promptly, setting out clearly and correctly what is sought</p> <p>3.4 identify the grounds given for the appeal and check their validity</p> <p>3.5 notify the relevant person promptly, where required, when the grounds for appeal are invalid</p> <p>3.6 notify the relevant internal and external parties promptly that an appeal is lodged</p> <p>3.7 ensure that all relevant files are updated correctly, and where an appeal is pending, ensure that this is marked clearly</p> <p>3.8 register and forward correctly those cases to be appealed</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Be able to provide papers for cases going to appeal</p>	<p>4.1 obtain all necessary papers, including transcripts of the initial case where relevant</p> <p>4.2 obtain a report from the court/tribunal official presiding over the initial case where required, setting out the rationale for the decision which is now the subject of the appeal</p> <p>4.3 collate files ensuring they contain all relevant information required by the court/tribunal officials who will consider the appeal</p> <p>4.4 notify all relevant internal and external parties promptly and correctly an appeal is pending</p> <p>4.5 monitor and record any responses received from relevant internal and external parties, referring these promptly to the relevant authority</p> <p>4.6 determine whether fines are payable according to the initial ruling</p> <p>4.7 determine the impact on the appeal of fines which have been paid in part or in full, ahead of the appeal</p> <p>4.8 produce accurate and up to date case files, keeping confidential information secure</p>			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 13: Administer the collection of financial orders levied by courts/tribunals

Unit code: T/601/4877

QCF level: 2

Credit value: 6

Guided learning hours: 20

Unit summary

This unit is about processing the collection of financial orders levied by courts/tribunals. It includes preparing and issuing payment orders, and monitoring subsequent payments against agreed schedules, taking the necessary actions to address instances where there is a default in the payments due.

This unit is for individuals whose responsibilities include processing financial orders levied by courts/tribunals.

Assessment requirements/evidence requirements

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Individuals must demonstrate they have administered the collection of financial orders levied by courts/tribunals on at least two separate occasions and within their organisational guidelines.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the principles of administering the collection of financial orders levied by courts/tribunals	1.1 describe the importance and procedures for monitoring payments made against agreed schedules			
2 Understand factors affecting the administration of the collection of financial orders levied by courts/tribunals	2.1 explain current organisational requirements, procedures and protocols relating to administering the collection of financial orders including: <ul style="list-style-type: none"> - preparation - issuing - monitoring 2.2 explain the current organisational requirements and procedures relating to addressing late/non-payment of financial orders 2.3 provide examples of work outside own level of authority and responsibility, and whom to refer these to			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to confirm financial penalties and payment procedures of financial orders levied by courts/tribunals	3.1 confirm all details of financial orders determined by courts/tribunals are correct, including the amount, and any payment schedule agreed 3.2 confirm all relevant details of those required to pay the financial penalties 3.3 confirm all relevant payee details of those required to pay financial orders 3.4 prepare payment notices correctly within organisational timescales 3.5 comply with organisational procedures and protocols relating to processing financial orders			
4 Be able to issue and monitor payment orders	4.1 issue financial order documentation correctly, setting out where appropriate: <ul style="list-style-type: none"> - the amount due - the payment schedule - the means of payment 4.2 monitor payments made against the agreed schedule, recording promptly any instances of late/non-payment 4.3 address instances of late/non-payment correctly and promptly			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.4 refer promptly, to the relevant authority with a reasoned recommendation of the actions to take for:</p> <ul style="list-style-type: none"> - persistent late/non-payers - applications for an extension of agreed schedules for payment <p>4.5 notify applicants promptly and correctly of the outcome of their requests to extend their payment schedule</p> <p>4.6 produce accurate and up-to-date records of payments received</p> <p>4.7 keep confidential information secure</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 14: Respond to enquiries regarding courts/tribunals

Unit code: H/601/4874

QCF level: 2

Credit value: 8

Guided learning hours: 30

Unit summary

This is about dealing with enquiries and complaints received from members of the public, which can include whilst they are present in the court/tribunal building. It includes responding to the queries/complaints and presenting a positive image of the court/tribunal services.

Cases can be either criminal or civil in courts, or tribunal cases.

This is for individuals whose responsibilities include dealing with general enquiries as well as complaints from members of the public attending courts/tribunals.

Assessment requirements/evidence requirements

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Individuals must demonstrate they have responded to enquiries regarding courts/tribunals on at least two separate occasions and within their organisational guidelines.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the principles of responding to enquiries regarding courts/tribunals	1.1 explain the importance of presenting a positive image of court/tribunal services			
2 Understand factors affecting responses to enquiries regarding courts/tribunals	<p>2.1 identify current organisational requirements and proceedings relating to dealing with enquiries and complaints from members of the public</p> <p>2.2 identify within the scope of own responsibility:</p> <ul style="list-style-type: none"> - the range of courts/tribunals within and the procedures within them - the range of court officials/panel members within the courts/tribunals and their principal roles and responsibilities - the rights, roles and responsibilities of all parties using courts/tribunals <p>2.3 describe the layout of the court/tribunal building and the range of facilities available to members of the public</p> <p>2.4 provide examples of work outside own level of authority and responsibility, and whom to refer these to</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to address queries regarding court/tribunal services and proceedings</p>	<p>3.1 establish accurately the nature of the enquiry</p> <p>3.2 respond to queries clearly and accurately</p> <p>3.3 take and respond correctly to questions, checking for understanding</p> <p>3.4 address any complaints correctly and:</p> <ul style="list-style-type: none"> - establish their nature and the circumstances - refer promptly any queries or complaints that are outside own expertise or authority, to the relevant person <p>3.5 present information clearly, concisely and accurately in ways which promote understanding</p> <p>3.6 keep confidential information secure</p> <p>3.7 produce accurate and up to date records regarding enquiries and complaints</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Be able to present a positive image of the court/tribunal services</p>	<p>4.1 support others, demonstrating behaviour that shows respect, helpfulness and cooperation</p> <p>4.2 deal with individuals in an ethical manner, recognising their needs with respect to ensuring equal opportunities</p> <p>4.3 use a calm approach to deal with difficult or stressful situations</p> <p>4.4 respond positively and correctly to complaints and requests for information</p> <p>4.5 demonstrate that own appearance and conduct meets organisational requirements</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 15: Process the outcomes of court/tribunal hearings

Unit code: J/503/7389

QCF level: 3

Credit value: 6

Guided learning hours: 20

Unit summary

This is about processing decisions made at hearings. It includes receiving the outcomes from courts/tribunals relating to enforcement proceedings, processing these and, where relevant, notifying the appropriate authorities to undertake agreed actions.

Cases can be either criminal or civil in courts, or tribunal cases.

This is for individuals whose responsibilities include processing the actions agreed by courts/tribunals.

Assessment requirements/evidence requirements

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Individuals must demonstrate they have processed the outcomes of court/tribunal hearings for at least two separate court/tribunal sittings within their organisational guidelines.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the principles of processing the outcomes of court/tribunal hearings	1.1 identify current organisational requirements and procedures relating to the processing of the outcomes of court/tribunal hearings			
2 Understand factors affecting the processing of outcomes of court/tribunal hearings	2.1 identify current organisational requirements and procedures for processing different types of appeals, including the qualifying grounds upon which appeals can be granted 2.2 give examples of the time limits for processing different decisions 2.3 explain the levels of own authority and to whom to refer should these be exceeded 2.4 identify the different authorities available to the courts/tribunals and their different areas of activity and authority 2.5 describe organisational requirements for maintaining file records 2.6 explain the importance of identifying and processing promptly emergency/immediate orders			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to progress the outcomes of courts/tribunal hearings	3.1 record the outcomes of courts/tribunals promptly and accurately, within organisational guidelines 3.2 prepare relevant documentation relating to the outcomes correctly 3.3 prioritise cases requiring the issue of emergency/immediate orders and issue these promptly, where relevant 3.4 refer any aspects relating to the processing of outcomes which are outside own area of expertise or authority to the relevant person(s) 3.5 produce accurate and up to date records the outcomes of court/tribunal hearings			
4 Be able to notify relevant parties of the outcomes of courts/tribunal hearings	4.1 notify all relevant parties of the outcomes of cases 4.2 keep confidential information secure 4.3 produce case records that are accurate and up to date			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 16: **Develop and sustain effective working with staff in other agencies**

Unit code: T/601/2420

QCF level: 3

Credit value: 3

Guided learning hours: 15

Unit summary

This unit is about developing and sustaining effective working relationships with staff in other agencies.

Assessment requirements/evidence requirements

This unit requires the workplace assessment of occupational competence.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know and understand relevant legal and organisational requirements	<p>1.1 identify the legislation, organisational policies and procedures that relate to joint working</p> <p>1.2 explain how relevant legislation, organisational policies and procedures affect working with other agencies</p>			
2 Understand the principles of effective working relationship with other agencies	<p>2.1 identify the roles and functions of the main agencies within the sector</p> <p>2.2 describe the broad structures, methods of communication and decision making processes of main agencies within the sector</p> <p>2.3 explain the principles of joint working arrangements between agencies</p>			
3 Be able to develop and sustain effective working relationships with staff in other agencies	<p>3.1 agree and implement the processes for management and sharing of information with other agencies</p> <p>3.2 interact with people in other agencies in ways which are consistent with the policies and procedures of the organisation</p> <p>3.3 seek appropriate support when problems arise in working effectively with staff in other agencies</p>			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 17: **Manage personal security and safety, and be alert to the security of others**

Unit code: H/602/5468

QCF level: 3

Credit value: 7

Guided learning hours: 25

Unit summary

This unit covers understanding the requirements for maintaining personal safety and security and being alert to the security of others. It also looks at managing personal security and safety and contributing to maintaining the security of colleagues and premises.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the requirements for maintaining personal safety and security and being alert to the security of others</p>	<p>1.1 describe relevant legal and organisational requirements, and actions to take when:</p> <ul style="list-style-type: none"> - dealing with adverse behaviour - monitoring security and responding to breaches in security or safety <p>1.2 give examples of the main types of risk likely to be found within your area of responsibility and the principles involved when assessing such risks</p> <p>1.3 give examples of when and how to use reasonable force effectively when needed</p> <p>1.4 identify who to call for help in different situations and how to contact them</p> <p>1.5 identify examples of safe working practices relating to own job role</p> <p>1.6 identify the types of help available towards dealing with incidents of security, and how to access these</p> <p>1.7 describe record keeping requirements relating to dealing with adverse behaviour and reporting incidents of breaches of security</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to manage personal security and safety</p>	<p>2.1 identify signs of aggressive, anti-social or criminal behaviour promptly and correctly amongst those people with whom they are dealing</p> <p>2.2 respond promptly to adverse behaviour in a polite, professional and calm manner</p> <p>2.3 use non-threatening language and gestures to diffuse potential aggressive or abusive behaviour</p> <p>2.4 take appropriate, prompt and permitted action to prevent further adverse behaviour</p> <p>2.5 obtain immediate help from other people, including the relevant authority, when needed, particularly if situations escalate</p> <p>2.6 report details of adverse behaviour to the appropriate authorities</p> <p>2.7 maintain own health and safety when dealing with others</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to contribute to maintaining the security of colleagues and premises</p>	<p>3.1 monitor property and premises and respond appropriately to any situation that increases security or safety risks to self or others</p> <p>3.2 take appropriate action in circumstances where anyone attempts to gain entry without appropriate identification, when this is required</p> <p>3.3 report faults, malfunctions or unacceptable performance in security equipment promptly to an appropriate person</p> <p>3.4 take prompt and appropriate action to respond to alarms, indications or other signals from security and protection systems</p> <p>3.5 record accurately the details of risks to security or safety, or other suspicious situations, within required timescales</p> <p>3.6 maintain own health, safety and welfare while responding to breaches of security</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 18: Resolve customer service problems

Unit code:	M/601/1511
QCF level:	2
Credit value:	6
Guided learning hours:	40

Unit summary

This unit is about what to do when it is difficult to meet customer expectations. Even if the service the learner gives is excellent, some customers experience problems. Part of the learner's job is to help to resolve those problems. There is likely to be a problem if customer expectations are not met. This may be because the customer's expectations involve more than the learner can offer or because service procedures have not been followed. Some problems are reported by customers and sometimes the learner will spot the problem first and resolve it before their customer has even noticed. As soon as the learner is aware of a problem, they need to consider the options and then choose a way to put it right. This unit is particularly important in customer service because many customers judge how good the customer service of the organisation is by the way problems are handled.

Assessment requirements/evidence requirements

The learner's evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this unit, evidence based on a realistic working environment or a work placement is permissible. Simulation is not allowed for any performance evidence within this unit.

The learner may collect the evidence for the unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.

The learner must provide evidence that shows they have done this over a sufficient period of time with different customers on different occasions for their assessor to be confident that they are competent.

The learner's evidence must include examples of resolving problems involving each of the following:

- 1) a problem first identified by customers
- 2) a problem identified within the organisation before it has affected the learner's customer
- 3) a problem caused by differences between their customer's expectations and what their organisation can offer
- 4) a problem caused by a system or procedure failure
- 5) a problem caused by a lack of resources or human error.

The learner must provide evidence that they:

- 1) supplied relevant information when customers have requested it
- 2) supplied relevant information when customers have not requested it
- 3) have used agreed organisational procedures when solving problems
- 4) have made exceptions to usual practice with the agreement of others.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Spot customer service problems	<p>1.1 listen carefully to customers about any problem they have raised</p> <p>1.2 ask customers about the problem to check their understanding</p> <p>1.3 recognise repeated problems and alert the appropriate authority</p> <p>1.4 share customer feedback with others to identify potential problems before they happen</p> <p>1.5 identify problems with systems and procedures before they begin to affect customers</p>			
2 Pick the best solution to resolve customer service problems	<p>2.1 identify the options for resolving a customer service problem</p> <p>2.2 work with others to identify and confirm the options to resolve a customer service problem</p> <p>2.3 work out the advantages and disadvantages of each option for their customer and the organisation</p> <p>2.4 pick the best option for their customer and the organisation</p> <p>2.5 identify for their customer other ways that problems may be resolved if they are unable to help</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Take action to resolve customer service problems</p>	<p>3.1 discuss and agree the options for solving the problem with their customer</p> <p>3.2 take action to implement the option agreed with their customer</p> <p>3.3 work with others and their customer to make sure that any promises related to solving the problem are kept</p> <p>3.4 keep their customer fully informed about what is happening to resolve the problem</p> <p>3.5 check with their customer to make sure the problem has been resolved to the customer's satisfaction</p> <p>3.6 give clear reasons to their customer when the problem has not been resolved to the customer's satisfaction</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to resolve customer service problems	4.1 describe organisational procedures and systems for dealing with customer service problems 4.2 explain how to defuse potentially stressful situations 4.3 describe how to negotiate 4.4 identify the limitations of what they can offer their customer 4.5 describe types of action that may make a customer problem worse and should be avoided			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 19: IT User Fundamentals

Unit code: L/502/4207

QCF level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about the selection and use of suitable techniques to operate IT systems for a varied range of activities, some of which are at times non-routine or unfamiliar, and taking some responsibility for responding appropriately to IT errors and problems.

An activity will typically be 'non-routine or unfamiliar' because:

- the task or context is likely to require some preparation, clarification or research (to separate the components and to identify what factors need to be considered, for example, time available, audience needs, accessibility of source, types of content, message and meaning), before an approach can be planned; and
- the techniques required will involve a number of steps and at times be non-routine or unfamiliar.

Assessment requirements/evidence requirements

Evidence of achievement can be derived from a variety of sources. Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests – or a mixture of both – to demonstrate competence.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

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.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ level 3 or equivalent in order to be able to adequately assess at that level and below.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Use IT systems to meet a variety of needs	<p>1.1 use correct procedures to start and shutdown an IT system</p> <p>1.2 select and use interface features effectively to interact with IT systems</p> <p>1.3 select and adjust system settings as appropriate to needs</p> <p>1.4 select and use a communication service to access the Internet</p> <p>1.5 use appropriate terminology when describing IT systems</p>			
2 Manage information storage and retrieval appropriately	<p>2.1 manage files and folders to enable efficient information retrieval</p> <p>2.2 identify when and why to use different types of storage media</p> <p>2.3 organise and store information, using general and local conventions where appropriate</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Follow and understand the need for safety and security practices	3.1 work safely and take steps to minimise physical stress 3.2 describe the danger of computer viruses, and how to minimise risk 3.3 keep information secure 3.4 explain why it is important to stay safe and to respect others when using IT-based communication 3.5 follow relevant guidelines and procedures for the safe and secure use of IT			
4 Maintain system and troubleshoot IT system problems	4.1 describe why routine and non-routine maintenance is important and when to carry it out 4.2 carry out regular routine maintenance of IT systems safely 4.3 identify sources of help and how to get expert advice			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Further information

Our customer service numbers are:

BTEC and NVQ 0844 576 0026

Calls may be recorded for quality and training purposes.

Useful publications

Related information and publications include:

- *Centre Handbook for Edexcel QCF NVQs and Competence-based Qualifications* published annually
- Functional Skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (published by Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and standards verification of vocationally related programmes can be found on the Edexcel website.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

To obtain the National Occupational Standards for the qualification in this specification please go to: www.ukstandards.org.uk.

Professional development and training

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

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

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

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

Annexe A: Progression pathways

The Edexcel qualification framework for the Justice and Administration sectors

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC Specialist qualification/professional	NVQ/competence
8					
7				BTEC Level 7 Award/Certificate/Diploma in Strategic Management and Leadership (QCF)	BTEC Level 7 NVQ Diploma in Management (QCF)
6					
5				BTEC Level 5 Award/Certificate/Diploma in Management and Leadership (QCF)	BTEC Level 5 NVQ Diploma in Management (QCF)
4					Level 4 NVQ Certificate in Business and Administration (QCF) Level 4 NVQ Diploma in Business and Administration (QCF)

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC Specialist qualification/professional	NVQ/competence
3	GCE in Business Studies GCE in Economics and Business Studies		BTEC Level 3 Nationals in Applied Law BTEC Level 3 Subsidiary Diploma/Diploma/Extended Diploma in Business	BTEC Level 3 Award/Certificate in Law and Legal Work (QCF) BTEC Level 3 Award in Principles of Business and Administration (QCF) BTEC Level 3 Certificate in Principles of Business and Administration (QCF) BTEC Level 3 Award/Certificate in Management (QCF)	BTEC Level 3 NVQ Certificate in Business and Administration (QCF) BTEC Level 3 NVQ Diploma in Business and Administration (QCF) BTEC Level 3 NVQ Certificate in Management (QCF)

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC Specialist qualification/professional	NVQ/competence
2	GCSE in Applied Business GCSE in Business Studies GCSE in Business Communications GCSE in Business Studies and Economics		BTEC Level 2 Certificate/Extended Certificate/Diploma in Business	<p>BTEC Level 2 Certificate in Courts/Tribunal Administration (QCF)</p> <p>BTEC Level 2 Award in Principles of Business and Administration (QCF)</p> <p>BTEC Level 2 Certificate in Principles of Business and Administration (QCF)</p> <p>BTEC Level 2 Award and Certificate in Team Leading (QCF)</p>	<p>BTEC Level 2 NVQ Diploma in Courts/Tribunal Administration (QCF)</p> <p>BTEC Level 2 NVQ Award in Business and Administration (QCF)</p> <p>BTEC Level 2 NVQ Certificate in Business and Administration (QCF)</p> <p>BTEC Level 2 NVQ Diploma in Business and Administration (QCF)</p> <p>BTEC Level 2 NVQ Certificate in Team Leading (QCF)</p>

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC Specialist qualification/ professional	NVQ/ competence
1		BTEC Level 1 Foundation Diploma in Business, Administration and Finance	BTEC Level 1 Award/Certificate/ Diploma in Business Administration (QCF)		BTEC Level 1 NVQ Award in Business and Administration (QCF) Level 1 NVQ Certificate in Business and Administration (QCF)
Entry			BTEC Entry Level Award in Business Administration (Entry 3) (QCF)		

Annexe B: Quality assurance

Key principles of quality assurance

- A centre delivering Edexcel qualifications must be an Edexcel recognised centre and must have approval for qualifications that it is offering.
- The centre agrees, as part of gaining recognition, to abide by specific terms and conditions relating to the effective delivery and quality assurance of assessment. The centre must abide by these conditions throughout the period of delivery.
- Edexcel makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Edexcel qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes and dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Edexcel. Edexcel is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. The specific arrangements for working with centres will vary. Edexcel seeks to ensure that the quality-assurance processes it uses do not inflict undue bureaucratic processes on centres, and works to support them in providing robust quality-assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Edexcel operates a quality-assurance process, designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance, all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Edexcel.

The Edexcel quality-assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Edexcel qualifications
- annual visits to centres by Edexcel for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Edexcel quality development reviewer
- annual visits by occupationally competent and qualified Edexcel Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Annexe C: Centre certification and registration

Edexcel Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Edexcel will maintain the integrity of Edexcel QCF NVQs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Edexcel will exercise the right to:

- direct centres to take action
- limit or suspend certification
- suspend registration.

The approach of Edexcel in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Edexcel will aim to secure the appropriate expertise to provide this.

What are the access arrangements and special considerations for the qualification in this specification?

Centres are required to recruit learners to Edexcel qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement should be made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Edexcel's policy on access arrangements and special considerations for Edexcel qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications* for further details. www.edexcel.com.

Annexe D: Assessment strategy

Skills for Justice

Assessment Strategy for Justice and Community Safety Sector:-

Custodial Care

Community Justice

Courts Tribunals & Prosecution Services

Legal Services

Youth Justice

Fire & Rescue Services

October 2010

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 2. Introduction
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 4. Workplace assessment
 5. Simulation
 6. Requirements of assessors, expert witnesses and quality assurance
 - 6.1 Assessors
 - 6.2 Expert witness
 - 6.3 Internal quality assurance
 - 6.4 External quality assurance
- Appendix A – Additional requirements for qualifications that use the title NVQ within the QCF

1. Background

Skills for Justice is the sector skills council for employers, employees and volunteers in the Criminal Justice and Community Safety sectors throughout the United Kingdom. This includes:

- Custodial Care including the public and private sector establishments
- Community Justice
- Courts and Tribunals Services
- Forensic Science
- Fire and Rescue Sector
- Legal Services
- Prosecution Services
- Police Forces
- Law Enforcement Agencies including SOCA, HMRC, UK Border Agency
- Youth Justice.

This assessment strategy applies to all the areas above, with the exception of the Police Service, who have a separate assessment strategy that is specific to policing.

2. Introduction

This document sets out the specifications of Skills for Justice for the assessment and quality assurance for competence-based qualifications on the QCF, CQFW and SCQF that sit within the Skills for Justice footprint.

The following sections outline Skills for Justice's specific principles in regard to:

1. external quality control of assessment
2. workplace assessment
3. the use and characteristics of simulation
4. the required occupational expertise of assessors and verifiers
5. liaison between the SSC and the Awarding Organisations.

These principles are in addition to the generic criteria that Awarding Organisations must meet for the delivery of qualifications as required by the regulators, for example Ofqual's 'Regulatory arrangements for the Qualifications and Credit Framework'.

This Assessment Strategy does not describe these systems in detail. It only provides the overarching principles. These systems may vary from one Awarding Organisation to another and Skills for Justice accepts this, providing the overarching principles of this document are consistently put into practice.

Skills for Justice sees itself as working in partnership with Awarding Organisations in order to deliver quality assessment and will be happy to provide them with appropriate support in implementing its requirements.

This Assessment Strategy is applicable to competency-based qualifications within the Justice/Community Safety sector. For qualifications other than S/NVQs, there is no requirement for assessors or those carrying out internal quality assurance activities to achieve the qualifications as specified and approved by the regulators.

However, they must have been trained to the same criteria and level of what would be the appropriate qualification. For qualifications that use SVQ or NVQ in the title, Skills for Justice is working in compliance with the 'Additional Requirements for Qualifications that use the title NVQ within the QCF', which is an agreement between the Alliance of Sector Skills Councils, the Joint Council for Qualifications and the Federation of Awarding Bodies (see Appendix A), therefore, assessors and those carrying out internal quality assurance must be qualified or working towards the appropriate qualification. Whilst this document specifically relates to the QCF, the same principles can be applied in Scotland.

3. External quality assurance - a rigorous and robust system of internal and external verification

The monitoring and standardisation of assessment decisions will be achieved by a robust and strong external quality assurance process. The mechanisms required to achieve this are outlined by the regulators.

In addition to the Regulators' requirements Skills for Justice will require all external quality assurance reports and other data relating to a centre to be evaluated by the Awarding Organisation and any risks relating to quality control to be addressed.

External quality assurance, monitoring, support and control should be put in place as appropriate to each centre's level of risk.

4. Workplace assessment

Skills for Justice believes that direct observation by a competent assessor (as outlined in Section 6.1) or testimony from an Expert Witness (as outlined in Section 6.2) is always to be preferred.

Expert Witness testimony has parity with assessor observation unless otherwise stated in unit evidence requirements. The Assessor is responsible for making the final judgement in terms of the candidate meeting the evidence requirements for the unit.

Skills for Justice recognises that there are alternative evidence sources which may be used where direct observation is not possible or practical e.g. work products, records, reflective accounts, professional discussion etc.

In order to ensure that the evidence used to assess candidates is valid, all centres must demonstrate that the candidates have access to the types of resources commonly in use in the sector and that the pressures and constraints of the workplace are reflected.

It is accepted that the assessment of some knowledge and understanding may take place in a different environment, for example in a training and development centre or another environment, which is not the immediate workplace. However, the assessment of this knowledge and understanding should be linked directly to workplace performance and should include performance evidence.

5 Simulation

Assessment in a simulated environment should only be used in the following circumstances:

1. where evidence in the workplace will not be demonstrated within an acceptable timeframe
2. where the nature of the work activity presents high risk/danger to the candidate and others, for example, personal safety.

The Awarding Organisations should issue adequate guidance to their centres as to how these simulations should be planned and organised. In general this guidance must ensure that the demands on the candidate during simulation are neither more nor less than they would be in a real work situation. This guidance should clearly state that the strategy for simulations. Simulations must be agreed between the representative from the Awarding Organisation who is responsible for external quality assurance and with the person who is responsible for internal quality assurance in the assessment centre, prior to use.

ALL SIMULATIONS SHOULD FOLLOW THESE BASIC PRINCIPLES:

1. A centre's overall strategy for simulation must be examined and approved by the person from the Awarding Organisation who is responsible for external quality assurance.
2. The nature of the contingency and the physical environment for the simulation must be realistic and candidates should be given no indication as to exactly what contingencies they may come across.
3. Where simulations are used they must reflect the requirements of the qualification units.
4. The location and environment of simulation must be agreed with the person responsible for internal quality assurance, prior to taking place and be checked by the Awarding Organisations representative responsible for external quality assurance.
5. All simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the specific qualification unit seeks to assess and all simulations should follow these documented plans.
6. There should be a range of simulations to cover the same aspect of a unit so that the risk of candidates successfully colluding is reduced.

6. Requirements of assessors, expert witnesses and verifiers

Skills for Justice believes that the occupational expertise of assessors, expert witnesses and those responsible for external/internal quality assurance is one of the key factors underpinning valid, fair and reliable assessment. The integrity and professionalism of assessors, expert witnesses and those responsible for quality assurance are of paramount importance. Centres must ensure that staff whose role is assessment or quality assurance are given sufficient time to carry out their role effectively.

6.1 Assessors

All assessors must:

1. be occupationally competent. This means that each assessor must, according to current sector practice, be competent in the functions covered by the units they are assessing. They will have gained their occupational competence working within the Justice/Community Safety sector or within an appropriate occupational sector. They are not required to occupy a position in the organisation more senior than that of the candidate they are assessing.

However, centres must be alert to the risks that all such arrangements could present and ensure that sufficient quality controls are in place through the internal quality assurance process to minimise the possibility of collusion between candidates and assessors.

2. be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the qualification units they are assessing as a practitioner, trainer or manager.

3. be familiar with the qualification units; and must be able to interpret and make judgements on current working practices and technologies within the area of work

4. maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the Justice sector.

These activities may include those offered by the Awarding Organisation, Skills for Justice or other relevant providers in the sector

5. Assessors who are assessing S/NVQs should hold or be working towards the appropriate assessor qualification as approved, and specified by the Regulatory Authorities. Achievement of the qualification must be within the timescales laid down by the Regulatory Authorities.

For qualifications other than S/NVQs, the assessor should be trained to the requirements of the appropriate assessor qualification. However, the decision on whether the assessor goes on to achieve a qualification lies with the assessment centre and their Awarding Organisation.

6. Approved centres will be required to provide the Awarding Organisation with current evidence of how each assessor meets these requirements; for example, certificates of achievement, testimonials, references or any other relevant records. Where an assessor is working towards the qualification for assessing S/NVQs, Awarding Organisations must require that assessment decisions are countersigned by another assessor who holds the qualification for assessing S/NVQs. The assessor holding the qualification for assessing S/NVQs must meet the criteria laid out in points 1 and 2 above.

Where a new qualification is being introduced and there are not sufficient occupationally competent assessors to meet the countersignatory requirements as above, centres may use assessors who are not occupationally competent for up to 18 months from introduction of the

qualification. Any such arrangements should be agreed with the Awarding Organisation and be monitored through the external quality assurance process.

6.2 Expert witnesses

All Expert Witnesses must:

1. be occupationally competent. This means that each expert witness must, according to current sector practice, be competent in the functions covered by the units to which they are contributing. They will have gained their occupational competence working within the Justice sector or within an appropriate occupational sector.
2. maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the Justice sector. These may include those offered by the Awarding Organisation, Skills for Justice or other relevant providers in the sector.
3. be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the qualification unit that they are witnessing as a practitioner, trainer or manager.
4. be familiar with the qualification unit; and must be able to interpret current working practices and technologies within the area of work
5. have had an appropriate induction to the Justice/Community Safety qualifications, the assessment centre and Awarding Organisation requirements, and have access to ongoing training and updating on current issues relevant to these qualifications or qualification units.

6.3 Internal quality assurance

Those responsible for the internal quality assurance must:

1. be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role. Due to the risk critical nature of the work and the legal implications of the assessment process, they must understand the nature and context of the assessors' work and that of their candidates. This means that they must have worked closely with staff who carry out the functions covered by the qualifications, possibly by training or supervising them, and have sufficient knowledge of these functions to be able to offer credible advice on the interpretation of the standards. Those conducting internal quality assurance must also sample the assessment process and resolve differences and conflicts on assessment decisions.
2. understand the content, structure and assessment requirements for the qualification they are verifying
3. maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the Justice/Community Safety sector. These activities may include those offered by the Awarding Organisation, Skills for Justice or other relevant providers in the sector.

4. for S/NVQ's, those persons responsible for internal quality assurance should hold or be working towards the appropriate qualification as approved, and specified by, the Regulatory Authorities. Achievement of the qualification must be within the timescales laid down by the Regulatory Authorities.

For qualifications other than S/NVQs, those responsible for internal quality assurance should be trained to the requirements of the appropriate qualification. However, the decision on whether the candidate goes on to achieve a qualification lies with the assessment centre and their Awarding Organisation.

5. occupy a position in the organisation that gives them the authority and resources to co-ordinate the work of assessors, provide authoritative advice, call meetings as appropriate, visit and observe assessment practice, and carry out all the other important roles of internal quality assurance.

6. have an appropriate induction to Justice/Community Safety qualifications that they are quality assuring, provided to them by the Centre, and have access to ongoing training and updates on current issues relevant to these qualifications. Information on the induction and continuing professional development of carrying out internal quality assurance must be made available to the Awarding Organisation through its external verification process.

7. where those responsible for internal quality assurance are working towards the appropriate qualification as approved, and specified by, the regulatory authorities. Achievement of the qualification must be within the timescales laid down by the Regulatory Authorities. Where the person responsible for internal quality assurance is working towards a qualification, Awarding Organisations must require that their quality assurance decisions are counter-signed by another person who holds the qualification for internally quality assurance of S/NVQs. The person holding the qualification for internal quality assurance of S/NVQs may or may not meet the criteria laid down in point 1 above. Such arrangements should be agreed with the Awarding Organisation and be monitored through the external quality assurance process.

6.4 External quality assurance

Those persons conducting external quality assurance must:

1. be occupationally knowledgeable and have gained their knowledge working within the sector or associated professional/occupational area.
2. have a thorough understanding of the qualifications they will be quality assuring
3. have a detailed knowledge of the Awarding Organisation's systems and documentation
4. have a thorough understanding of the qualification system and national policy and guidance documents produced by the regulatory authorities and Awarding Organisations describing assessment and quality assurance practice

5. maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the Justice sector. These activities may include those offered by the Awarding Organisation, Skills for Justice or other relevant providers in the sector
6. hold, or be working towards, the appropriate qualification as approved, and specified by, the Regulatory Authorities. Achievement of the qualification must be within the timescales laid down by the Regulatory Authorities
7. have, where appropriate, undergone relevant security checks due to the nature and confidentiality of the information that they will be exposed to. This will be arranged by Skills for Justice in conjunction with the Awarding Organisations. The Awarding Organisation may seek clarification from Skills for Justice of the appropriateness of the specific external verifier applicant where appropriate.

APPENDIX 1

Additional Requirements for Qualifications that use the title NVQ within the QCF

This document has been produced by the Joint Awarding Body/SSC Working Practices Group which has been formed by the respective representative bodies to support and encourage effective working relationships between SSCs, submitting organisations and awarding organisations. The Group will update the document as necessary to make sure it is kept up to date and relevant and will consider developing additional guidance.

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Purpose of the document

1. The purpose of this document is to make clear what additional requirements are needed to assess and quality assure qualifications that use the title NVQ within the QCF.
2. When an SSC/SSB and awarding organisation wants to use the title NVQ in the naming of a qualification within the QCF, the awarding organisation is required to make sure this qualification is assessed and quality assured in accordance with these additional requirements and other requirements described in the SSC/SSB assessment strategy.
3. The aims of these additional requirements are to
 - ensure that all competence based qualifications that use the title NVQ within the QCF are
 - o assessed consistently
 - o quality assured consistently
 - maintain the integrity of qualifications that use the title NVQ within the QCF
 - establish the NVQ brand within the QCF
 - keep bureaucracy associated with assessment and quality assurance of qualifications that use the title NVQ within the QCF to a minimum.

Background

4. "At the heart of an NVQ is the concept of occupational competence; the ability to perform to the standards required in employment across a range of circumstances and to meet changing demands. NVQs are first and foremost about what people can do. They go beyond technical skills to include planning, problem solving, dealing with unexpected occurrences, working with other people and applying the knowledge and understanding that underpins overall competence".
 5. NVQs are based entirely on National Occupational Standards (NOS) developed by an SSC/SSB, which describe the competence needed in an occupational role.
 6. Qualifications that use the title NVQ within the QCF must comply with the rules of combination determined by the SSC/SSB. Awarding organisations are not allowed to develop another qualification that does not use the title NVQ within the QCF, if it uses the same rules of combination as a qualification that does use the title NVQ within the QCF.
 7. The QCF offers increased flexibility in the way occupational competence can be assessed and demonstrated. Qualifications that use the title NVQ in the title within the QCF are just one way of assessing and demonstrating occupational competence. SSCs/SSBs are free to work with their awarding organisations to agree what qualifications will be used to assess occupational competence.
- Qualifications that use the title NVQ within the QCF, are not a preferred method for assessing occupational competence and all qualifications accredited through the QCF have equal status.

8. When developing a qualification for the QCF, including qualifications that use the title NVQ within the QCF, an awarding organisation must be a recognised awarding organisation and must meet the Qualification Requirements in the Regulatory Arrangements for the Qualifications and Credit Framework, published by The Office of the Qualifications and Examinations Regulator (Ofqual) in August 2008.

9. The qualification regulators confirmed that a group of SSCs and SSBs would be free to develop specific, additional requirements about the way in which qualifications that use the title NVQ within the QCF will be assessed and quality assured. For those recognised awarding organisations that want to assess occupational competence through the use of qualifications that use the title NVQ within the QCF, it has been agreed by SSCs and SSBs that the following additional requirements must be met.

¹ NCVQ's NVQ Criteria and Guidance 1995.

Additional requirements for qualifications that use the title NVQ within the QCF

Introduction

10. Qualifications that use the title NVQ within the QCF must be assessed and quality assured in accordance with the following additional requirements.

Assessment requirements

11. When a qualification uses the title NVQ within the QCF, awarding organisations are required to make sure their recognised assessment centres understand how learners are to be assessed.

12. Assessment methodologies must meet the assessment strategy developed in partnership between the relevant SSC or SSB and awarding organisations for the qualification. The assessment strategy must be published and made available separately and will include the requirements for assessment of qualifications that use the title NVQ within the QCF. The assessment criteria for each unit will be part of the units that make up the qualification.

13. Learners must complete real work activities in order to produce evidence to demonstrate they have met the NOS and are occupationally competent.

14. When a learner cannot complete a real work activity, simulation is allowed.

15. Simulation is allowed when:

- a learner is required to complete a work activity that does not occur on a regular basis and therefore opportunities to complete a particular work activity do not easily arise
- a learner is required to respond to a situation that rarely occurs, such as responding to an emergency situation
- the safety of a learner, other individuals and/or resources will be put at risk.

16. When simulation is used, assessors must be confident that the simulation replicates the workplace to such an extent that learners will be able to fully transfer their occupational competence to the workplace and real situations.

17. Units that must not be assessed by simulation must be identified by the SSC/SSB in the assessment strategy for the qualification or family of qualifications.

18. Learners must be assessed by assessors:

- who are occupationally competent in the occupational areas they are assessing where they have sufficient and relevant technical/occupational competence in the unit, at or above the level of the unit being assessed and as defined by the assessment strategy for that qualification
- who must hold or be working towards a suitable assessor qualification to confirm they understand assessment and how to assess learners. Currently an assessor could hold unit A1 and/or unit A2. Or from the past unit D32 and/or unit D33. SSCs also identify other suitable equivalent qualifications
- must be fully conversant with the unit(s) against which the assessments and verification are to be undertaken.

19. All assessors must carry out assessment to the standards specified in the A units.

20. All assessment decisions made by a trainee assessor must be checked by a qualified assessor or an assessor recognised by an awarding organisation.

21. Trainee assessors must have a plan, which is overseen by the recognised assessment centre, to achieve the relevant assessor qualification(s) within an agreed timescale.

Quality assurance requirements

22. When a qualification uses the title NVQ within the QCF, awarding organisations are required to make sure their recognised assessment centres understand how the qualification will be quality assured.

23. Qualifications that use the title NVQ within the QCF, must be verified:

- internally by an internal verifier, who is accountable to the assessment centre
- externally by an external verifier, who is accountable to the awarding organisation or an agent of the awarding organisation.

24. With reference to internal verification, internal verifiers must:

- hold or be working towards a suitable internal verifier qualification to confirm they understand how to internally verify assessments
- have sufficient and relevant technical/occupational familiarity in the unit(s) being verified
- be fully conversant with the standards and assessment criteria in the units to be assessed
- understand the awarding organisation's quality assurance systems and requirements for this qualification.

25. Trainee internal verifiers must have a plan, which is overseen by the recognised assessment centre, to achieve the internal verifier qualification within an agreed timescale.

26. With reference to external verification, external verifiers must:

- hold or be working towards a suitable external verification qualification to confirm they understand and are able to carry out external verification
- have no connections with the assessment centre, in order to maintain objectivity
- have sufficient and relevant technical/occupational understanding in the unit(s) being verified
- be fully conversant with the standards and performance criteria in the units to be assessed
- understand the awarding organisation's quality assurance systems for this qualification.

27. Trainee external verifiers must have a plan, which is overseen by the awarding organisation, to achieve the external verifier qualification within an agreed timescale.

Currently an internal verifier needs to hold unit V1. Or from the past unit D34. SSCs also identify other suitable equivalent qualifications.

Currently an external verifier needs to hold unit V2. Or from the past unit D35.

28. Awarding organisations must decide the frequency of external monitoring activities. Any decision must be based on:

- the risks associated with a qualification that is designed to help a learner demonstrate occupational competence
- an evaluation of the centre's performance and past record.

29. Awarding organisations will have in place suitably constituted audit processes, which are supported by naturally occurring quality assurance and monitoring systems that already exist in workplace assessment environments.

Annexe E: Additional requirement for qualifications that use the term 'NVQ' in a QCF qualification title

Please go to www.ofqual.gov.uk to access the document '*Operating rules for using the term 'NVQ' in a QCF qualification title*'.

