

Specification

Edexcel NVQ/competence-
based qualifications

Edexcel Level 2 Certificate in Payroll (QCF)

For first registration May 2011

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Qualification title covered by this specification

This specification gives you the information you need to offer the Edexcel Level 2 Certificate in Payroll (QCF):

| Qualification title | Qualification Number (QN) | Regulation start date | Operational start date |
|--|----------------------------------|------------------------------|-------------------------------|
| Edexcel Level 2 Certificate in Payroll (QCF) | 600/1544/5 | 31/03/2011 | 01/05/2011 |

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 Aims Database (LAD).

You should use the QCF Qualification Accreditation Number (QAN), 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.

For further information on the funding of 14-19 qualifications offered in England, please refer to the DfE Section 96 website.

For further information on the funding of 19+ qualifications offered in England, please refer to the SFA website.

For further information on funding in Wales, visit the DAQW website.

For further information on funding in Northern Ireland, visit the DELNI and DENI website.

Key features of the Edexcel Level 2 Certificate in Payroll (QCF)

This qualification:

- is nationally recognised
- is based on the National Occupational Standards (NOS) in Payroll Administration. The NOS, assessment requirements and qualification structure are owned by the Financial Skills Partnership (formerly the Financial Services Skills Council).

The Edexcel Level 2 Certificate in Payroll (QCF) has been approved as a component for the Level 2 Intermediate Apprenticeship in Payroll.

What is the purpose of this qualification?

This qualification is designed to recognise occupational competence in payroll at level 2 and provides opportunities for career and educational progression.

What are the benefits of this qualification?

For learners, the benefits of this qualification are that it:

- allows them to develop skills that will be useful to them in their day-to-day job role
- attests to their occupational competence, enhancing their employability
- motivates by providing them with the opportunity to gain a nationally-recognised level 2 qualification that demonstrates ongoing professional development.

For employers, the benefits of this qualification are that it:

- can help identify training needs by benchmarking best practice
- motivates staff to perform at a high standard, resulting in better customer satisfaction and improved staff retention
- allows for increased confidence in the performance of staff who have achieved the qualification

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.

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

Possible job roles include:

- payroll assistant
- payroll clerk
- payroll administrator
- trainee payroll administrator.

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

This Edexcel Level 2 Certificate in Payroll (QCF) provides progression to the Edexcel Level 3 Certificate in Payroll (QCF). The qualification is valued by employers and its achievement allows progression into employment in payroll roles.

Further information is available in Annexe A.

What is the qualification structure for the Edexcel Level 2 Certificate in Payroll (QCF)?

Individual units can be found in the Units section.

This qualification consists of 12 mandatory units, totalling 19 credits. Learners must achieve all 19 credits in Group A to pass the qualification.

If taking the qualification as part of an Apprenticeship, learners must complete all mandatory units (Group A) plus the two additional units from Group B, totalling 24 credits.

Group A – Mandatory

| Unit number | Unit reference number | Unit title | Level | Credit |
|-------------|-----------------------|--|-------|--------|
| 1 | L/600/4923 | Work effectively in accounting and finance | 2 | 2 |
| 2 | R/600/8892 | Fundamentals of employment legislation for payroll | 2 | 1 |
| 3 | L/600/8888 | Composition of an employee payroll record | 2 | 1 |
| 4 | J/600/8890 | Elements of gross pay | 2 | 1 |
| 5 | K/600/8896 | Statutory and non-statutory payments and additions | 2 | 2 |
| 6 | M/600/8897 | Termination of employment | 2 | 1 |
| 7 | R/600/8889 | Creating an employee payroll record | 2 | 1 |
| 8 | J/600/8887 | Calculate gross pay | 2 | 2 |
| 9 | Y/600/8893 | Payroll processing | 2 | 3 |
| 10 | D/600/8894 | Processing leavers | 2 | 1 |
| 11 | D/601/4713 | Computerised payroll theory | 2 | 1 |
| 12 | T/601/4720 | Computerised payroll skills | 2 | 3 |

Group B – Additional units

| Unit number | Unit reference number | Unit title | Level | Credit |
|-------------|-----------------------|---|-------|--------|
| 13 | A/601/8137 | Statutory and non-statutory reporting of payroll data | 3 | 1 |
| 14 | F/502/4625 | Spreadsheet software | 2 | 4 |

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 qualifications are 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*. The assessment strategy includes details on:

- teaching and assessment
- workplace assessment and simulation
- quality assurance and quality control
- the competence and development of assessors and verifiers.

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 current job role as a result of a learning/training programme 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 (EWT)
- 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?

Each qualification is designed to support learners working in the finance 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 the learner must meet the requirements within the overarching assessment strategy for the sector.

Unit format

Each unit 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 reference number: | | | | | This is the unit owner's reference number for the specified 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. |
| Evidence requirements: | | | | | The evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section. |
| Recording of evidence: | | | | | This provides a summary of how evidence can be recorded.. |
| 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: Work effectively in accounting and finance

Unit reference number: L/600/4923

QCF level: 2

Credit value: 2

Guided learning hours: 20

Unit summary

This unit is about gaining a range of transferable skills which will enable the learner to work effectively within an accounting environment. Learners will be able to work independently or as part of a team. It aims to prove a reasonable standard of literacy and numeracy skills which is essential for the workplace.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe D: Assessment Strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

All of the assessment criteria in this unit that relate to knowledge and understanding must be assessed in addition to assessment of performance. These assessment criteria can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment and should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 1 Understand the accounting or payroll function within an organisation | <p>1.1 Explain the role of accountancy or payroll and other financial functions within the business</p> <p>1.2 Identify the contribution of those in accounting or payroll and other financial roles to maintaining the smooth running, solvency and legal compliance of an organisation</p> <p>1.3 Identify your appropriate reporting lines within your working environment</p> <p>1.4 Recognise any organisational policies and procedures that affect your work</p> | | | |
| 2 Demonstrate a range of effective communication skills | <p>2.1 Demonstrate a level of numeracy and literacy skills appropriate to your role within the organisation</p> <p>2.2 Present information in appropriate formats and within organisational guidelines for:</p> <ul style="list-style-type: none"> - informal business report (including diagrams) - letter - email or memo | | | |
| 3 Work independently or as part of a team | <p>3.1 Plan and manage your own workload effectively and prioritise tasks</p> <p>3.2 Identify the impact that the completion or non-completion of your work can have on colleagues</p> <p>3.3 Resolve or refer conflicts or dissatisfaction within your working environment</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 4 Develop skills and knowledge to meet personal and organisational needs | 4.1 Explain the importance of continuing professional development and identify your own development needs and objectives 4.2 Monitor and review your own development needs and objectives | | | |

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 2: Fundamentals of employment legislation for payroll

Unit reference number: R/600/8892

QCF level: 2

Credit value: 1

Guided learning hours: 4

Unit summary

The aim of this unit is for the learner to have a clear understanding of the legislation related to the keeping of payroll records in a secure and confidential environment, and the processing of payroll.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe D: Assessment Strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

All of the assessment criteria in this unit relate to knowledge and understanding. These assessment criteria can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment and should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 1 Know what payroll information is to be prepared and kept by law | <p>1.1 Identify a payroll document which contains personal employee information</p> <p>1.2 Identify a legal employment or payroll document to be kept by the employer</p> <p>1.3 State how long payroll documents should be kept by the employer</p> | | | |
| 2 Understand data protection legislation in relation to payroll | <p>2.1 Identify what constitutes reliable and useable personal data, data security and security practice in relation to payroll</p> <p>2.2 Identify two places where you would find relevant payroll information:</p> <ul style="list-style-type: none"> - contracts of employment - employer - finance department <p>2.3 Outline employer responsibilities in relation to payroll under data protection legislation and accepted security practice</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| <p>3 Know the general principles of employment rights legislation</p> | <p>3.1 Give an example of employment rights legislation in relation to employees, including:</p> <ul style="list-style-type: none"> - pay advice - national minimum wage - holiday entitlement - sickness <p>3.2 Identify how you would find relevant guidance on employment rights legislation</p> <p>3.3 Outline the main responsibilities of the employer in relation to employment rights legislation</p> | | | |

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 3: **Composition of an employee payroll record**

Unit reference number: L/600/8888

QCF level: 2

Credit value: 1

Guided learning hours: 3

Unit summary

The aim of this unit is for the learner to have a clear understanding of the procedures relating to the preparation of payroll records and income tax forms for a new employee.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe D: Assessment Strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

All of the assessment criteria in this unit relate to knowledge and understanding and must all be assessed in addition to assessment of skills in the related skills-based unit (see *Assessment methodology* below). These assessment criteria can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment and should preferably be assessed using question and answers, case studies or by professional discussion.

Assessment methodology

This unit develops learners' knowledge about how to create employee records. In order for learners to be able to apply this knowledge and understanding effectively, this unit must be delivered and assessed alongside the following skills-based unit:

- Unit 7: Creating an employee payroll record.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as

documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 1 Understand the information required to set up a payroll record for a new employee | 1.1 Prepare a checklist to show the information required to complete an employee payroll record for a new employee | | | |
| | 1.2 Indicate on a checklist where you would gather the information from | | | |
| 2 Understand how to complete a P11 deduction sheet or equivalent for a new employee | 2.1 Explain the information required to complete a P11 deduction sheet or equivalent, with both personal and other details of a new employee | | | |
| | 2.2 Outline the purpose of a National Insurance Number and the employee's responsibility to retain their NI number | | | |
| 3 Know how to deal with income tax forms for a new employee | 3.1 Explain the composition of form P45 | | | |
| | 3.2 Explain the procedure you should follow for a new employee with a P45 | | | |
| | 3.3 Explain the procedure you should follow for a new employee who does not have a P45 | | | |

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

Unit 4: Elements of gross pay

Unit reference number: J/600/8890

QCF level: 2

Credit value: 1

Guided learning hours: 6

Unit summary

The aim of this unit is for the learner to know how to calculate a variety of payments which together constitute gross pay.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe D: Assessment Strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

All of the assessment criteria in this unit relate to knowledge and understanding and must all be assessed in addition to assessment of skills in the related skills-based unit (see *Assessment methodology* below). These assessment criteria can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment and should preferably be assessed using question and answers, case studies or by professional discussion.

In assessment criterion 2.1, other 'given information' may be used in addition to timesheets.

Assessment methodology

This unit develops learners' knowledge about how to calculate gross pay. In order for learners to be able to apply this knowledge and understanding effectively, this unit must be delivered and assessed alongside the following skills-based unit:

- Unit 8: Calculate gross pay.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 1 Understand what constitutes basic pay for different payroll periods | <p>1.1 Explain how basic gross pay for weekly paid employees is calculated from given information, ie timesheets, basic hourly rates, weekly salaries</p> <p>1.2 Explain how basic gross pay for monthly-paid employees is calculated from given annual salaries</p> <p>1.3 Explain what is meant by positive and negative payrolls</p> | | | |
| 2 Understand the principles of calculating overtime payments | <p>2.1 Explain how payable overtime hours are determined payable from given information, ie timesheets</p> <p>2.2 Describe other types of payments which are derived from set rates</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 3 Know what constitutes gross pay from additional payments | <p>3.1 Describe three additional payments which may constitute gross pay from the following scenarios including:</p> <ul style="list-style-type: none"> - bonuses - commission payments on sales - unsocial hours and shift payments - productivity payments - piece rates - holiday pay - lump sum payments - statutory payments <p>3.2 Explain why changes to rates of pay and salaries may need to be applied:</p> <ul style="list-style-type: none"> - unsocial hours - overtime - piece rates | | | |
| 4 Understand the need and procedures to make temporary and permanent changes to rates of pay | 4.1 Describe any temporary and permanent changes that may be made in rates of pay, eg pay scales, cost of living rises, performance enhanced pay, promotion, changes in working situation | | | |

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

Unit 5: Statutory and non-statutory payment and additions

Unit reference number: K/600/8896

QCF level: 2

Credit value: 2

Guided learning hours: 9

Unit summary

The aim of this unit is for the learner to have a clear understanding of the procedures relating to the calculation of statutory additions to pay, finalising the payroll, the need to record payroll data and updated records and make payments to external agencies and statutory bodies.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe D: Assessment Strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

All of the assessment criteria in this unit relate to knowledge and understanding and must all be assessed in addition to assessment of skills in the related skills-based unit (see *Assessment methodology* below). These assessment criteria can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment and should preferably be assessed using question and answers, case studies or by professional discussion.

Assessment methodology

This unit develops learners' knowledge about statutory and non-statutory payroll payments and additions. In order for learners to be able to apply this knowledge and understanding effectively, this unit must be delivered and assessed alongside the following skills-based unit:

- Unit 9: Payroll processing.

Ideally, it should also be assessed alongside the following skills-based unit, in which learners will also apply knowledge and understanding learned in Unit 5:

- Unit 8: Calculate gross pay.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| <p>1 Understand the principles of the PAYE system</p> | <p>1.1 Identify:</p> <ul style="list-style-type: none"> - two pre-tax deductions - two post-deductions <p>1.2 Outline the differences between pre-tax and post-tax deductions</p> <p>1.3 Explain how the PAYE system works</p> <p>1.4 Describe a likely scenario for the use of a standard suffix tax code used:</p> <ul style="list-style-type: none"> - cumulatively - non-cumulatively <p>1.5 Distinguish between the terms 'cumulative' and 'non-cumulative' when used in relation to the PAYE system</p> <p>1.6 Describe a likely scenario for the use of the following tax codes:</p> <ul style="list-style-type: none"> - BR - NT - D0 <p>1.7 Identify one example of the authority needed to change an employee's tax code</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 2 Understand the principles of the national insurance system | 2.1 Explain the purpose of NICs 2.2 Explain the use of NI thresholds 2.3 Explain when you would use NI Category A 2.4 Explain when you would use NIC Category C and the implications of its use 2.5 Explain the authority needed to implement Category C deductions, and the implications of using it without authority | | | |
| 3 Understand the principles of student loan deductions | 3.1 Explain how student loan repayments are deducted 3.2 Identify where student loan deduction amounts are recorded 3.3 Give an example of statutory authorisation to both commence and stop student loan deductions 3.4 State who student loan deductions are paid to and how | | | |
| 4 Understand the principles of statutory sick pay (SSP) | 4.1 Describe the conditions that the employee must satisfy to be eligible to receive SSP 4.2 Define the terms 'Period of Incapacity for Work (PIW)', 'Waiting Days' and 'Qualifying Days' 4.3 Illustrate the principle of linked PIWs 4.4 State the tax and NIC implications for SSP payments 4.5 Describe how an employer can reclaim SSP payments | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 5 Understand the principles of statutory maternity pay (SMP) | 5.1 Describe the basic employment and earnings conditions that employee must satisfy to be eligible to receive SMP 5.2 State where the appropriate rates of a mother's entitlement to SMP during her maternity leave can be found 5.3 State the tax and NIC implications for SMP payments | | | |
| 6 Understand the principles of Statutory Adoption Pay (SAP) | 6.1 Describe the basic employment and earnings conditions that an employee must satisfy to be eligible to receive SAP 6.2 State where the appropriate rates of an adoptor's entitlement to SAP during their adoption leave, can be found 6.3 State the tax and NIC implications for SAP payments | | | |
| 7 Understand the principles of statutory paternity pay (SPP and SPP(A)) | 7.1 Describe the basic employment and earnings conditions that an employee must satisfy to be eligible to receive SPP/SPP(A) 7.2 State where the appropriate rates of an employee's entitlement to SPP/SPP(A) during their parental leave can be found 7.3 State the tax and NIC implications for SPP/SPP(A) payments 7.4 Identify the criteria which must be met for a parent to take parental leave in normal circumstances | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 8 Understand the principles of attachment of earnings orders (AOE) | 8.1 Describe the purpose of AOE/DEO 8.2 Give three examples of AOE/DEO 8.3 Distinguish between priority and non-priority DEO 8.4 Define the concept of 'protected earnings' 8.5 State the implication of not processing a AOE/DEO | | | |
| 9 Understand the need to complete period end procedures | 9.1 Explain the need to reconcile payments and deductions made from employees pay, with internal records 9.2 List advantages and disadvantages of various methods of making payments of net pay to employees 9.3 Appreciate the procedures to follow when recording period end payroll information 9.4 Appreciate the relevant procedures and deadlines in relation to payments due to external agencies and statutory bodies | | | |

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 6: Termination of employment

Unit reference number: M/600/8897

QCF level: 2

Credit value: 1

Guided learning hours: 2

Unit summary

The aim of this unit is for the learner to have a clear understanding of the procedures relating to leavers

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe D: Assessment Strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

All of the assessment criteria in this unit relate to knowledge and understanding and must all be assessed in addition to assessment of skills in the related skills-based unit (see *Assessment methodology* below). These assessment criteria can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment and should preferably be assessed using question and answers, case studies or by professional discussion.

Assessment methodology

This unit develops learners' knowledge about the procedures for when people leave employment. In order for learners to be able to apply this knowledge and understanding effectively, this unit must be delivered and assessed alongside the following skills-based unit:

- Unit 10: Processing leavers.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must

ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 1 Understand what constitutes a leaver | 1.1 Describe the term 'leaver' | | | |
| 2 Know the amendments to make to a leaver's final pay | 2.1 List additional payments to a leaver's final gross pay. | | | |
| | 2.2 List changes that may be made to voluntary deductions for a leaver's final pay-run | | | |
| 3 Understand statutory requirements when processing a leaver | 3.1 State the necessary entries to be made on a leaver's P11 | | | |
| | 3.2 State the necessary entries to be made on a P45 for a leaver | | | |
| | 3.3 Identify the recipients of the parts of form P45 | | | |
| | 3.4 Explain why payroll data is retained | | | |

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Learning outcomes and assessment criteria

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 1 Be able to prepare a payroll record for a new employee | 1.1 Complete a P11 deduction sheet or equivalent, with personal details of a new employee 1.2 Enter other information required 1.3 Ensure all information required is recorded, including NI number | | | |
| 2 Be able to complete relevant statutory forms for a new employee | 2.1 Complete the procedure for a new employee with a P45 2.2 Complete form P46 for a new employee who does not have a P45 | | | |

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Unit 8: Calculate gross pay

Unit reference number: J/600/8887

QCF level: 2

Credit value: 2

Guided learning hours: 6

Unit summary

The aim of this unit is for the learner to be able to calculate and apply a variety of payments which constitute gross pay.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe D: Assessment Strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

In assessment criterion 2.2, other 'given information' may be used in addition to timesheets.

Assessment methodology

This unit develops learners' skills in calculating gross pay. In order for them to do this, this unit must be delivered and assessed alongside the following unit, which will provide them with the necessary underpinning knowledge and understanding:

- Unit 4: Elements of gross pay.

Ideally, it should also be assessed alongside the following knowledge-based unit, which also contributes relevant underpinning knowledge and understanding:

- Unit 5: Statutory and non-statutory payments and additions.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 1 Be able to determine basic pay for different payroll periods | <p>1.1 Calculate accurately, basic gross pay for weekly-paid employees from given information, ie timesheets, basic hourly rates, weekly salaries</p> <p>1.2 Calculate accurately, basic gross pay for monthly-paid employees from given annual salaries</p> <p>1.3 Calculate accurately, gross pay for non-standard periods, ie daily, four-weekly</p> | | | |
| 2 Be able to calculate overtime payable from given information | <p>2.1 Check rates of overtime payable against agreed information and limits</p> <p>2.2 Calculate accurately, overtime hours payable from given information, ie timesheets</p> <p>2.3 Calculate accurately, the value of overtime payments due, including lump sum payments</p> | | | |
| 3 Be able to calculate additional payments from given information | <p>3.1 Apply commission payable from given information</p> <p>3.2 Apply bonus payments from given information</p> <p>3.3 Calculate accurately unsocial hours and shift payments</p> <p>3.4 Calculate accurately holiday pay from given information</p> <p>3.5 Apply temporary changes to rates of pay and salaries, including lump sum payments and negative payroll situations</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 4 Be able to implement permanent changes to rates of pay from given organisational information | 4.1 Apply any additional permanent changes in rates of pay from given organisational information, eg pay scales, cost of living rises, performance enhanced pay, promotion, changes in working situations 4.2 Apply changes to rates of pay retrospectively, ensuring accuracy in back payments | | | |
| 5 Be able to implement relevant statutory additions to pay when entitlement has been determined | 5.1 Apply the correct statutory payment to gross pay when entitlement has been established, including: <ul style="list-style-type: none"> - statutory sick pay - statutory maternity pay - statutory adoption pay - statutory paternity pay | | | |

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 9: Payroll processing

Unit reference number: Y/600/8893

QCF level: 2

Credit value: 3

Guided learning hours: 13

Unit summary

The aim of this unit is for the learner to have the skills necessary to be able to process the payroll for income tax and National Insurance contributions.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe D: Assessment Strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment methodology

This unit develops learners' skills in processing payroll for income tax and National Insurance contributions. In order for them to do this, this unit must be delivered and assessed alongside the following unit, which will provide them with the necessary underpinning knowledge and understanding:

- Unit 5: Statutory and non-statutory payments and additions.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| <p>1 Be able to determine income tax to be deducted from gross pay</p> | <p>1.1 Apply the tax code for an employee from given information</p> <p>1.2 Process pre-tax deductions correctly</p> <p>1.3 Calculate accurately, income tax manually or using HMRC CD ROM for:</p> <ul style="list-style-type: none"> - standard suffix codes operated on a cumulative or non-cumulative basis - BR code operated on a cumulative basis. - NT - D0 <p>1.4 Identify the authority required to change an employee tax code and process the change accurately</p> <p>1.5 Record PAYE deductions using paper P11s or the HMRC database</p> | | | |
| <p>2 Be able to determine national insurance contributions to be deducted from gross pay</p> | <p>2.1 Calculate accurately NIC for categories A, C, D and F manually or using the HMRC CD ROM for:</p> <ul style="list-style-type: none"> - employee NI contributions - employer NI contributions <p>2.2 Record NICs using P11 working sheets</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| <p>3 Be able to determine voluntary deductions and non-standard statutory deductions</p> | <p>3.1 Process voluntary deductions in an appropriate way</p> <p>3.2 Process other statutory deductions:</p> <ul style="list-style-type: none"> - Attachment of earnings (1971 Act) - CTAEOs - Deductions from earnings orders - Scottish arrestment orders - Student loan repayments | | | |
| <p>4 Record and reconcile payments and deductions to employees and external agencies</p> | <p>4.1 Prepare a payroll summary to record and itemise payments and deductions, including employer's NIC</p> <p>4.2 Produce payslips to detail statutory and organisational information regarding employees' individual pay</p> <p>4.3 Reconcile payments and deductions made from employees, pay with the total payroll</p> <p>4.4 Complete payment schedules for different methods of payment to employees</p> <p>4.5 Complete form P32</p> | | | |

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

Date: _____
Date: _____
Date: _____
Date: _____

Unit 10: Processing leavers

Unit reference number: D/600/8894

QCF level: 2

Credit value: 1

Guided learning hours: 3

Unit summary

The aim of this unit is for the learner to be able to carry out the necessary payroll tasks for people leaving employment.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe D: Assessment Strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment methodology

This unit develops learners' skills in carrying out payroll tasks when people leave employment. In order for them to do this, this unit must be delivered and assessed alongside the following unit, which will provide them with the necessary underpinning knowledge and understanding:

- Unit 6: Termination of employment.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 1 Be able to calculate the gross pay for a leaver | <p>1.1 Calculate accurately, gross pay due to a leaver</p> <p>1.2 Calculate accurately, additional payments to be included in a leaver's final gross pay, including:</p> <ul style="list-style-type: none"> - back pay - week-in-arrears payments - holiday pay <p>1.3 Calculate accurately, changes to voluntary deductions to a leaver's final pay-run</p> | | | |
| 2 Be able to complete internal procedures and those necessary for external agencies and statutory bodies, for a leaver | <p>2.1 Process the leaver's final gross pay at the appropriate pay-run date</p> <p>2.2 Complete the necessary entries on a leaver's P11</p> <p>2.3 Complete the relevant section of form P45</p> <p>2.4 Finalise entries on P11 deduction sheet or on HMRC database</p> | | | |

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 11: Computerised payroll theory

Unit reference number: D/601/4713

QCF level: 2

Credit value: 1

Guided learning hours: 5

Unit summary

This unit is about the learner having the knowledge to be able to run a computerised payroll system in a safe and secure manner. Learners will also understand the legislation which supports the security of data and confidentiality of personal information.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe D: Assessment Strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

All of the assessment criteria in this unit relate to knowledge and understanding and must all be assessed in addition to assessment of skills in the related skills-based unit (see *Assessment methodology* below). These assessment criteria can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment and should preferably be assessed using question and answers, case studies or by professional discussion.

In assessment criterion 1.2, the second part of the sentence reads ‘... and be responsible for that environment’. This should be interpreted as ‘... and [explain the need] to be responsible for that environment’.

Assessment methodology

This unit develops learners’ knowledge about computerised payroll systems. In order for learners to be able to apply this knowledge and understanding effectively, this unit must be delivered and assessed alongside the following skills-based unit:

- Unit 12: Computerised payroll skills.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 1 Understand potential health and safety and security risks | <p>1.1 Identify risks to data, including:</p> <ul style="list-style-type: none"> - from individuals, such as incompetence, theft, viruses or unauthorised access - hardware and software - the internet - disasters and unforeseen events <p>1.2 Explain the need to carry out visual safety checks before starting up the computer system and be responsible for that environment</p> <p>1.3 Identify ways to minimise security risks</p> <p>1.4 Explain the health and safety risks in using IT systems</p> <p>1.5 Explain the health and safety responsibilities of the employer in the context of a computerised workplace</p> | | | |
| 2 Maintain the security of data within a computerised environment | <p>2.1 Describe the procedures for maintaining the security and confidentiality of personal data and of all other information</p> <p>2.2 Explain the importance of storage of data and the back-up procedures of the organisation</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 3 Understand organisational procedures for processing payroll in a computerised environment | 3.1 Explain the advantages and disadvantages of positive payrolls when using a computerised system 3.2 Explain the advantages and disadvantages of negative payrolls when using a computerised system 3.3 Explain the organisation's procedures and timelines for initiating, making and monitoring payments when using a computerised system | | | |

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 12: Computerised payroll skills

Unit reference number: T/601/4720

QCF level: 2

Credit value: 3

Guided learning hours: 25

Unit summary

This unit is about the learner being able to operate a computerised payroll system in accordance with tax authority and organisational timescales. They will be able to update all changes, including entering new starters and leavers. They will also be able to produce the required reports.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe D: Assessment Strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment methodology

This unit develops learners' skills in operating computerised payroll systems. In order for them to do this, this unit must be delivered and assessed alongside the following unit, which will provide them with the necessary underpinning knowledge and understanding.:

- Unit 11: Computerised payroll theory.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| <p>1 Know how to process information on starters, leavers and changes to current employees</p> | <p>1.1 Set up and maintain company information</p> <p>1.2 Create a record for a new employee, producing reports as necessary</p> <p>1.3 Complete the records for a leaver, producing reports as necessary</p> <p>1.4 Update records for all PAYE, NIC parameters and rates, and statutory payments in accordance with instructions, including:</p> <ul style="list-style-type: none"> - tax codes - National Insurance rates - attachment of earnings - non-statutory deductions - pay rates - overtime rates - advanced holiday pay - net payments | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| <p>2 Process payroll accurately on a period basis</p> | <p>2.1 Update all employee records prior to the payroll being run</p> <p>2.2 Input all necessary authorised data, including:</p> <ul style="list-style-type: none"> - pay - overtime - bonuses - expenses - pre-tax and post-tax voluntary deductions <p>2.3 Run the payroll, in accordance with organisational timescales, checking results conform to expected limits.</p> <p>2.4 Produce reports to include payslips and payment summaries and ensure they are accurate and complete</p> <p>2.5 Run period end returns, with required report runs, in accordance with all relevant timescales, including:</p> <ul style="list-style-type: none"> - monthly - annual | | | |
| <p>3 Back up and update systems when required</p> | <p>3.1 Make a permanent back-up and store this safely according to organisational guidelines</p> <p>3.2 Restore previous period data, from back-up</p> <p>3.3 Apply updates to the software when instructed to do so by tax authority or software company</p> | | | |

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

Date: _____
Date: _____
Date: _____
Date: _____

Unit 13: Statutory and non-statutory reporting of payroll data

Unit reference number: A/601/8137

QCF level: 3

Credit value: 1

Guided learning hours: 5

Unit summary

This unit is about the learner being able to understand what statutory and non-statutory reports are required, and the timescales in which they must be completed.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe D: Assessment Strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

All of the assessment criteria in this unit relate to knowledge and understanding. These assessment criteria can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment and should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 1 Understanding statutory reporting requirements | <p>1.1 Describe the methods, policies, procedures, for submitting statutory end-of-year returns and explain the penalties for non-compliance</p> <p>1.2 Identify accurately the different reporting periods (end of month, end of quarter and end of year)</p> <p>1.3 Identify the reports which need to be given to employees, the deadlines for doing this and explain the penalties for failing to comply</p> | | | |
| 2 Understand the non-statutory reporting requirements | <p>2.1 Identify organisational, external agency and employee requirements for information</p> <p>2.2 Identify accurately the different reporting periods (end of month, end of quarter and end of year)</p> <p>2.3 Identify accurately the needs of the recipient and how reporting is tailored to those needs, considering:</p> <ul style="list-style-type: none"> • security • confidentiality • data protection | | | |

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

Unit 14: Spreadsheet software

Unit reference number: F/502/4625

QCF level: 2

Credit value: 4

Guided learning hours: 30

Unit summary

This unit is about the ability to use a software application designed to record data in rows and columns, perform calculations with numerical data and present information using charts and graphs.

This level is about the skills and knowledge required by an IT user to select and use a wide range of intermediate spreadsheet software tools and techniques to produce, present, and check spreadsheets that are at times non-routine or unfamiliar. Any aspect that is unfamiliar may require support and advice from others.

Spreadsheet software tools and techniques will be described as 'intermediate' because:

- the range of data entry, manipulation and outputting techniques will be at times non-routine or unfamiliar
- the tools, formulas and functions needed to analyse and interpret the data requires knowledge and understanding (for example, mathematical, logical, statistical or financial)
- the user will take some responsibility for setting up or developing the structure and functionality of the spreadsheet.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in Annexe D: Assessment Strategy.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criterion 3.6 relates to knowledge and understanding. This must be assessed in addition to assessment of performance. It can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment and should preferably be assessed using question and answers, case studies or by professional discussion.

Assessment methodology

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.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 1 Use a spreadsheet to enter, edit and organise numerical and other data | <p>1.1 Identify what numerical and other information is needed in the spreadsheet and how it should be structured</p> <p>1.2 Enter and edit numerical and other data accurately</p> <p>1.3 Combine and link data across worksheets</p> <p>1.4 Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available</p> | | | |
| 2 Select and use appropriate formulas and data analysis tools to meet requirements | <p>2.1 Identify which tools and techniques to use to analyse and manipulate data to meet requirements</p> <p>2.2 Select and use a range of appropriate functions and formulas to meet calculation requirements</p> <p>2.3 Use a range of tools and techniques to analyse and manipulate data to meet requirements</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| <p>3 Select and use tools and techniques to present and format spreadsheet information</p> | <p>3.1 Plan how to present and format spreadsheet information effectively to meet needs</p> <p>3.2 Select and use appropriate tools and techniques to format spreadsheet cells, rows, columns and worksheets</p> <p>3.3 Select and format an appropriate chart or graph type to display selected information</p> <p>3.4 Select and use appropriate page layout to present and print spreadsheet information</p> <p>3.5 Check information meets needs, using spreadsheet tools and making corrections as necessary</p> <p>3.6 Describe how to find errors in spreadsheet formulas</p> <p>3.7 Respond appropriately to any problems with spreadsheets</p> | | | |

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 |
| GCSE | 0844 576 0027 |
| GCE | 0844 576 0025 |
| The Diploma | 0844 576 0028 |
| DiDA and other qualifications | 0844 576 0031 |

Calls may be recorded for 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 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 Accounting and Finance sector

| Level | General qualifications | Diplomas | BTEC vocationally-related qualifications | BTEC specialist qualification/professional | NVQ/competence |
|-------|------------------------|----------|---|--|---|
| 8 | | | | | |
| 7 | | | | | |
| 6 | | | | | |
| 5 | | | Edexcel BTEC Level 5 Higher National Diploma in Business (Accounting) (QCF) | | |
| 4 | | | | | Edexcel Level 4 Certificate in Providing Financial Advice (QCF) |

| Level | General qualifications | Diplomas | BTEC vocationally-related qualifications | BTEC specialist qualification/professional | NVQ/competence |
|-------|------------------------|--|--|--|---|
| 3 | | Edexcel Level 3 Principal Learning in Business, Administration and Finance | Edexcel BTEC Level 3 Certificate/Subsidiary Diploma in Personal and Business Finance (QCF) Edexcel BTEC Level 3 Diploma/Extended Diploma in Business (Accounting) (QCF) | Edexcel BTEC Level 3 Award in Financial Services Regulation, Ethics and Trends (QCF) | Edexcel Level 3 Award/Certificate in Providing Financial Services (QCF) Edexcel Level 3 Certificate in Providing Financial Advice (QCF) Edexcel Level 3 Diploma in Accounting (QCF) Edexcel Level 3 Certificate in Payroll (QCF) |
| 2 | | Edexcel Level 2 Principal Learning in Business, Administration and Finance | | Edexcel Level 2 Award in Finance and Money Skills (QCF) | Edexcel Level 2 Award/Certificate in Providing Financial Services (QCF) Edexcel Level 2 Certificate in Accounting (QCF) Edexcel Level 2 Certificate in Payroll (QCF) |

| Level | General qualifications | Diplomas | BTEC vocationally-related qualifications | BTEC specialist qualification/professional | NVQ/competence |
|--------------|-------------------------------|--|---|---|-----------------------|
| 1 | | Edexcel Level 1 Principal Learning in Business, Administration and Finance | | Edexcel Level 1 Award in Finance and Money Skills (QCF) | |
| Entry | | | | | |

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 qualifications 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

Introduction and scope

The purpose of this assessment strategy is to ensure that the Edexcel Level 2 Certificate in Payroll (QCF) and the Edexcel Level 3 Certificate in Payroll (QCF) are subject to consistently rigorous and fair assessment. It is also designed to ensure that individuals who make judgements about competence are both qualified and competent to do so.

The assessment strategy addresses issues of:

- teaching and assessment
- workplace assessment and simulation
- quality assurance and quality control
- the competence and development of assessors and verifiers.

A: Teaching and assessment

- Although individual QCF units define specific learning outcomes and assessment criteria, it is not a requirement that QCF units be taught and assessed individually.
- Where two or more QCF units within a qualification contain some of the same, similar or complementary learning outcomes or assessment criteria, it is acceptable and potentially desirable that such units be taught and/or assessed together where practicable.
- Therefore, centres are encouraged to consider the suitability, practicality and cost or time benefits of holistic teaching and/or assessment wherever possible.
- Acceptable assessment methods for these qualifications include:
 - products of work carried out in the workplace. This may include, for example, written documents, screen dumps, printouts or electronic copies of payroll records, etc
 - simulation of real work, using case studies and assignments
 - oral presentation and questioning
 - written tests, including multiple-choice papers
 - observation by the assessor of workplace activities
 - professional discussion between the assessor and the candidate
 - witness testimony from managers and others at the workplace.
- The centre will be responsible for designing, administering and marking all assessment activities.

B: Workplace assessment and simulation

- 1 Assessment by candidate performance of tasks naturally undertaken in the workplace is the most reliable form of assessment and should be used wherever appropriate and practicable. **Workplace assessment** may take various forms, but the methods adopted must allow candidates to fully demonstrate their attainments against the assessment criteria.
- 2 Workplace evidence is strongly encouraged, though circumstances can arise where an element of simulation may be necessary, for example because of restrictions on the release of employee data.

Simulation should replicate, as closely as possible, the performance expected in employment. Attention must be paid to: the realism of the tasks to be carried out; the realism of source and other documents; relevant legal requirements; the realism of the setting and any associated equipment; workplace and customer relationships; and the pace and intensity of work-related activity. This simulation may be computer based where it closely resembles workplace practice.

Wherever simulation is used, it must conform to the following principles:

- tasks must be based on the QCF units under assessment.
- performance must be assessed against the assessment criteria in the relevant QCF units.

C: Quality assurance and quality control

To promote consistency across qualifications, provision incorporates arrangements for external quality control. This will be achieved by the monitoring of centre assessment using Edexcel's standards verification procedures. For further information about these, see *Annexe B*.

D: Competence of assessors and verifiers

Assessors and individuals responsible for verifying the quality of assessment must be competent to undertake the tasks they are required to perform. Accordingly, all must:

- 1 have relevant and credible occupational experience, including understanding of current and emerging practice, issues and legislative requirements in the occupational area concerned. Each practitioner will normally have operated at or above the level of the qualification that they are assessing or verifying
- 2 hold a relevant vocational/professional award or other recognised evidence of occupational competence at least one level above that of the qualification being assessed or verified

or

hold a relevant vocational/professional award or other recognised evidence of occupational competence and provide sufficient evidence of experience and expertise at the level of the qualification being assessed or verified

- 3 have knowledge and experience of the relevant operational processes for the qualification concerned
- 4 have good interpersonal skills
- 5 have a commitment to their continuing professional development
- 6 hold a qualification or award relevant to the assessor or internal verifier role they are fulfilling:
 - for assessors, any one of the following qualifications are acceptable: D32; D33; A1; Level 3 Award in Assessing Competence in the Work Environment (QCF). (This requirement does not apply to Unit 14: Spreadsheet Software, for this unit, assessors should have a sound understanding of the unit requirements and be able to give feedback to learners.)
 - for internal verifiers, any one of the following qualifications is acceptable: D34; V1; Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (QCF)
 - external verifiers must hold an appropriate external verifier award.

Where assessors/internal verifiers are working towards the appropriate qualification, their work must be supervised by and decisions approved by an assessor/internal verifier who meets the full requirements as set out here.

Ofqual
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