

Specification

Edexcel NVQ/competence-
based qualifications

**Edexcel Level 2 Certificate in Public Services –
Operational Delivery (Debt Management) (QCF)**

**Edexcel Level 2 Diploma in Public Services –
Operational Delivery (Debt Management) (QCF)**

For first registration November 2010

Edexcel, a Pearson company, is the UK's largest awarding organisation offering vocational and academic qualifications and testing, to employers, training providers, colleges, schools, and other places of learning in the UK, and in over 85 countries worldwide.

Our specialist suite of qualifications include NVQs, Apprenticeships, WorkSkills, Functional Skills, Foundation Learning, as well as our exclusive range of BTECs, from entry level right through to Higher National Diplomas.

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Qualification titles covered by this specification

This specification gives you the information you need to offer the Edexcel Level 2 Certificate in Public Services – Operational Delivery (Debt Management) (QCF) and the Edexcel Level 2 Diploma in Public Services – Operational Delivery (Debt Management) (QCF):

Qualification title	Qualification Accreditation Number (QAN)	Accreditation start date
Edexcel Level 2 Certificate in Public Services – Operational Delivery (Debt Management) (QCF)	501/2294/0	01/11/2010
Edexcel Level 2 Diploma in Public Services – Operational Delivery (Debt Management) (QCF)	501/2293/9	01/11/2010

These qualifications have been accredited within the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000. The qualification titles listed above feature in the funding lists published annually by the DfE and the regularly updated website. They will also appear on the Learning Aims Database (LAD), where relevant.

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.

Key features of the Edexcel Level 2 qualifications in Public Services - Operational Delivery (Debt Management) (QCF)

These qualifications:

- are nationally recognised
- are based on the Public Services – Operational Delivery National Occupational Standards (NOS). The NOS, assessment requirements/strategy and qualification structures are owned by Government Skills.

What is the purpose of these qualifications?

These qualifications have been designed for junior administrators working in Government Departments and Agencies. These qualifications offer opportunities for progression to many areas within the civil service.

Who are these qualifications for?

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

Edexcel's policy is that the qualifications 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 potential job roles for those working towards these qualifications?

- civil service administrative assistant/officer
- civil service executive officer
- civil service management trainee.

What progression opportunities are available to learners who achieve these qualifications?

Learners can develop further in related sectors such as communication technologies because of the fundamental relationships built into the standards and structures.

Learners can progress into BTEC qualifications from Levels 1 and 2. Learners can progress into Level 3 from which they can progress to Levels 4 and 5. Some examples of appropriate qualifications include:

- Edexcel BTEC Level 3 Certificate in Public Services (QCF)
- Edexcel BTEC Level 3 Subsidiary Diploma in Public Services (QCF)

- Edexcel BTEC Level 3 Diploma in Public Services (Non-uniformed) (QCF)
- Edexcel BTEC Level 3 Extended Diploma in Public Services (Non-uniformed) (QCF)
- Edexcel BTEC Level 3 Certificate in Public Sector Practice (QCF)
- Edexcel BTEC Level 3 Diploma in Public Sector Practice (QCF)
- Edexcel Level 5 BTEC Higher National Certificate in Public Services
- Edexcel Level 5 BTEC Higher National Diploma in Public Services.

Further information is available in *Annexe A*.

What is the qualification structure for the Edexcel Level 2 Certificate in Public Services - Operational Delivery (Debt Management) (QCF)?

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

To achieve this qualification, the learner must achieve 22 credits. Of these 22 credits, the learner must achieve 19 credits from the mandatory units in Group A and a minimum of 3 credits from the optional units in group B.

If learners select L/601/2763 Debt recovery contact techniques, then H/601/3420 Inform the customer of the debt or entitlement and Y/601/2748 Interview customers are a barred combination.

Group A – mandatory units

Unit reference	Unit title	Credit	Level
Y/601/3074	Maintain competence, knowledge and standards of conduct in public service	7	2
R/601/3087	Work safely in public service	2	2
K/601/3094	Work as a team member to deliver public service	4	2
J/601/3412	Search databases and sources of information	6	2

Group B – optional units

Unit reference	Unit title	Credit	Level
H/601/3417	Calculate correct amount of liabilities or entitlements	5	2
H/601/3420	Inform the customer of the debt or entitlement	5	2
H/601/3434	Contribute to monitoring the levy process	3	2
K/601/3435	Prepare the case for legal action	5	2
T/601/3437	Manage the case for legal action	5	2
A/601/2743	Carry out post-hearing actions	5	2
J/601/2745	Debt recovery in public services	5	2
Y/601/2748	Interview customers	5	2

Unit reference	Unit title	Credit	Level
Y/601/2751	Provide technical advice and guidance to customers	3	2
L/601/2763	Debt recovery contact techniques	12	3
L/601/1614	Follow the rules to deliver customer service	4	2
F/601/8320	Processing customers' financial transactions	4	2
Y/601/8324	Operating credit control procedures	4	3

What is the qualification structure for the Edexcel Level 2 Diploma in Public Services - Operational Delivery (Debt Management) (QCF)?

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

To achieve this qualification, the learner must achieve 37 credits. Of these 37 credits, the learner must achieve 19 credits from the mandatory units in Group A and a minimum of 18 credits from the optional units in Group B.

If learners select L/601/2763 Debt recovery contact techniques, then H/601/3420 Inform the customer of the debt or entitlement and Y/601/2748 Interview customers are a barred combination.

Group A – mandatory units

Unit reference	Unit title	Credit	Level
Y/601/3074	Maintain competence, knowledge and standards of conduct in public service	7	2
R/601/3087	Work safely in public service	2	2
K/601/3094	Work as a team member to deliver public service	4	2
J/601/3412	Search databases and sources of information	6	2

Group B – optional units

Unit reference	Unit title	Credit	Level
H/601/3417	Calculate correct amount of liabilities or entitlements	5	2
H/601/3420	Inform the customer of the debt or entitlement	5	2
H/601/3434	Contribute to monitoring the levy process	3	2
K/601/3435	Prepare the case for legal action	5	2
T/601/3437	Manage the case for legal action	5	2
A/601/2743	Carry out post-hearing actions	5	2
J/601/2745	Debt recovery in public services	5	3
Y/601/2748	Interview customers	5	2

Unit reference	Unit title	Credit	Level
Y/601/2751	Provide technical advice and guidance to customers	3	2
L/601/2763	Debt recovery contact techniques	12	2
L/601/1614	Follow the rules to deliver customer service	4	2
F/601/8320	Processing customers' financial transactions	4	2
Y/601/8324	Operating credit control procedures	4	3

How are the qualifications graded and assessed?

The overall grade for each 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 these qualifications have been included in *Annexe D*. They have been developed by Government Skills in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- external quality control
- simulated evidence
- roles and occupational competence of assessors, internal verifiers and external 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 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

This should 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?

Each qualification is designed to support learners working in the public services – operational delivery 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.
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: Maintain competence, knowledge and standards of conduct in public service

Unit reference number: Y/601/3074

QCF level: 2

Credit value: 7

Guided learning hours: 40

Unit summary

This unit is about keeping technical competence and knowledge up to date and maintaining the organisation's required standards of conduct in public service.

Assessment requirements

This unit is for learners in the workplace and should be assessed in the workplace or a training environment through observation, witness testimony, personal testimony, work products and professional discussion.

Learners must demonstrate their competence in all of the following:

- developing:
 - work-related knowledge
 - work-related competence
- meeting requirements:
 - organisational priorities
 - short-term work-related objectives
- maintaining standards:
 - health and safety
 - diversity
 - organisational ethos/culture and values
 - conduct.

Assessment methodology

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 comply with the professional development programme	<p>1.1 identify development needs which are consistent with meeting professional needs</p> <p>1.2 carry out development activities which are consistent with meeting professional needs</p> <p>1.3 use feedback to enhance performance</p> <p>1.4 keep technical knowledge and competence up to date</p>			
2 Understand the principles of professional development	<p>2.1 explain their personal work objectives and the organisation's priorities and expectations</p> <p>2.2 explain the importance of feedback to enhance performance</p> <p>2.3 explain the requirements of their role and level of responsibility</p>			
3 Be able to meet the organisation's required standards of conduct	<p>3.1 treat others with courtesy and respect</p> <p>3.2 conduct themselves in a way that contributes to the good name of the organisation</p> <p>3.3 adhere to organisational procedures and requirements in communicating with others</p> <p>3.4 meet the organisation's requirements for personal presentation, personal effectiveness and time management</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Understand the organisation's policies, principles and procedures for standards of conduct in public service</p>	<p>4.1 describe the requirements of codes of practice affecting the job role</p> <p>4.2 describe the penalties of breaching the organisation's regulations and codes of practice</p> <p>4.3 describe the organisation's complaints/grievance procedure</p> <p>4.4 explain to whom to go to for advice and guidance</p> <p>4.5 explain the importance of respecting the needs, values and beliefs of others</p> <p>4.6 explain the importance of maintaining confidentiality and the possible consequences of not doing so</p>			
<p>5 Adhere to the organisation's procedures</p>	<p>5.1 work within the limits of their own authority</p> <p>5.2 maintain their own personal safety</p> <p>5.3 work in a way that contributes to the safety of others</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 2: Work safely in public service

Unit reference number: R/601/3087

QCF level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

This unit is about working safely in public service.

Assessment requirements

This unit is for learners in the workplace and should be assessed in the workplace or a training environment through observation, witness testimony, personal testimony, work products and professional discussion.

Learners must demonstrate their competence in all of the following:

- health and safety:
 - of themselves
 - of others
- working with:
 - equipment
 - consumables.

Assessment methodology

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 carry out working practices in accordance with legal and organisational requirements	<p>1.1 make sure their personal conduct and presentation in the workplace does not endanger the health and safety of themselves or others</p> <p>1.2 take action to deal with health and safety hazards within the limits of their responsibility</p>			
2 Be able to maintain a healthy and safe working environment	<p>2.1 follow organisational procedures for the safe use of equipment and consumables</p> <p>2.2 keep the working environment free from hazards</p> <p>2.3 use and store equipment in the prescribed manner</p> <p>2.4 dispose of or recycle waste in accordance with organisational procedures</p>			
3 Understand the policies and requirements of safe working	<p>3.1 explain what to do in the event of an emergency</p> <p>3.2 explain their personal responsibility for health and safety</p> <p>3.3 explain the action to take in respect of health and safety hazards</p> <p>3.4 explain the relevance of personal protective equipment (PPE)</p> <p>3.5 explain the importance of alerting others to possible health and safety hazards and risks</p> <p>3.6 explain waste disposal and recycling procedures in their own organisation</p>			

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

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

Unit 3: Work as a team member to deliver public service

Unit reference number: K/601/3094

QCF level: 2

Credit value: 4

Guided learning hours: 30

Unit summary

This unit is about working as a team member to deliver public service.

Assessment requirements

This unit is for learners in the workplace and should be assessed in the workplace or a training environment through observation, witness testimony, personal testimony, work products and professional discussion.

Learners must demonstrate their competence in all of the following:

- communication:
 - one to one
 - within a group/team
 - one to a group
- tasks requirements:
 - directed (ie where clear-cut roles have been assigned to individuals)
 - cooperative (ie where no individual roles have been assigned).

Assessment methodology

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 carry out responsibilities within the team according to procedures and the requirements of tasks	<p>1.1 work within agreed time schedules to meet team objectives</p> <p>1.2 use the most appropriate methods of communication</p>			
2 Understand the principles of team working	<p>2.1 explain the team's objectives</p> <p>2.2 explain the communication channels within the organisation and within the team</p> <p>2.3 explain the communication procedures within the organisation and within the team</p> <p>2.4 explain the importance of clear communication within the team</p> <p>2.5 explain the importance of listening to and respecting all views</p> <p>2.6 describe the problems that may arise within the team and how to overcome them</p> <p>2.7 explain how, when and to whom to report problems beyond their level of responsibility</p> <p>2.8 explain the importance of keeping to the agreed time schedules</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to support colleagues within the team to complete tasks	3.1 treat other team members with courtesy and respect 3.2 offer help to colleagues within the limits of their own responsibility 3.3 ask for help from colleagues within the limits of their responsibility 3.4 use feedback to make improvements to individual or team performance			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 4: Search databases and sources of information

Unit reference number: J/601/3412

QCF level: 2

Credit value: 6

Guided learning hours: 50

Unit summary

This unit is about identifying, accessing and communicating information from electronic and other sources.

Assessment requirements

This unit must be assessed in accordance with Government Skills SSC Assessment Strategy requirements.

In this unit learners must show evidence of their competence in at least two of the following contexts on at least one occasion:

- use of information sources:
 - electronic systems (ie including databases)
 - formal reference sources
 - customer-derived information
 - local knowledge/third party.

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 identifying and obtaining information	<p>1.1 describe the different sources of information appropriate to the task</p> <p>1.2 explain why a method of obtaining information is relevant</p> <p>1.3 explain the relevance of the information</p>			
2 Be able to obtain and validate information	<p>2.1 identify the information required</p> <p>2.2 identify the source of information appropriate for the task</p> <p>2.3 obtain information through the research technique appropriate for the information source</p> <p>2.4 validate the information required in accordance with organisational standards and procedures</p> <p>2.5 adhere to the requirements of legislation and organisational procedures relating to accessing and disclosing information</p>			
3 Be able to report information to relevant parties within the timescale of the task	<p>3.1 report information that might affect the task</p> <p>3.2 record the findings in accordance with organisational requirements</p> <p>3.3 meet the requirements of the timescale</p>			

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

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

Unit 5: Calculate correct amount of liabilities or entitlements

Unit reference number: H/601/3417

QCF level: 2

Credit value: 5

Guided learning hours: 35

Unit summary

This unit is about calculating amounts of liabilities or entitlements, using complete and incomplete information and making records in both paper and electronic form.

Assessment requirements

This unit must be assessed in accordance with Government Skills SSC Assessment Strategy requirements.

In this unit learners must show evidence of their competence in each of the following contexts on at least one occasion:

- using information that is:
 - complete
 - incomplete
 - using records that are either paper based and/or electronic.

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 calculate amounts liable or payable	1.1 confirm that all the information needed is available to make the calculation in accordance with organisational information requirements 1.2 confirm the accuracy of the calculation 1.3 obtain confirmation of the accuracy of the decision from the designated authority 1.4 refer cases beyond their authority or competence to the designated authority			
2 Be able to complete records of calculations	2.1 complete records accurately and legibly to the agreed standards 2.2 store records securely in accordance with organisational procedures and legislative requirements			
3 Understand the processes of calculating liabilities, entitlements and/or amounts to be paid	3.1 describe how to operate information systems 3.2 explain when and why penalty/suspension notices or sanctions are issued			

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

Unit 6: Inform the customer of the debt or entitlement

Unit reference number: H/601/3420

QCF level: 2

Credit value: 5

Guided learning hours: 35

Unit summary

This unit is about informing the customer of their debt liability or entitlement due both verbally and in writing. Customers may be internal or external to the organisation.

Assessment requirements

This unit must be assessed in accordance with Government Skills SSC Assessment Strategy requirements.

In this unit learners must show evidence of their competence in each of the following contexts on at least one occasion:

- communicating:
 - verbally and/or through writing
- dealing with different types of customers:
 - internal
 - external.

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 communicate factually correct information unambiguously	1.1 confirm the correct identity of the customer 1.2 use communication methods and conventions in accordance with organisational procedures 1.3 adhere to the required timescale		
2	Be able to complete records of communications	2.1 complete records accurately and legibly to the agreed standards 2.2 store records securely in accordance with organisational procedures and legislative requirements		
3	Understand how to inform the customer of liabilities and/or amounts to be paid	3.1 describe when it is appropriate to explain the basis for the decision 3.2 describe how to operate information systems		

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

Unit 7: **Contribute to monitoring the levy process**

Unit reference number: H/601/3434

QCF level: 2

Credit value: 3

Guided learning hours: 15

Unit summary

This unit is about contributing to the levy where settlement is made within the timescale and where debt collection is enforced.

Assessment requirements

This unit must be assessed in accordance with Government Skills SSC Assessment Strategy requirements.

In this unit learners must show evidence of their competence in each of the following contexts on at least one occasion:

- where settlement:
 - is made within the timescale
 - debt collection is enforced.

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 contribute to monitoring the levy to achieve settlement	1.1 confirm the accuracy of levy information 1.2 meet the requirements of the timescale 1.3 report continuing non-compliance to debt collectors within the timescale 1.4 record the findings in accordance with organisational requirements			
2 Understand the levy process	2.1 explain the appropriate legal authority relating to enforcement 2.2 explain the information and format needed for the report 2.3 explain who might be affected, why and how to contact them 2.4 describe the role, responsibilities and performance of those who carry out the levy			

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

Unit 8: Prepare the case for legal action

Unit reference number: K/601/3435

QCF level: 2

Credit value: 5

Guided learning hours: 40

Unit summary

This unit is about preparing straightforward and complex cases for planned hearings and where there are changes to the plan.

Assessment requirements

This unit must be assessed in accordance with Government Skills SSC Assessment strategy requirements.

In this unit learners must show evidence of their competence in each of the following contexts on at least one occasion:

- for hearings:
 - that go ahead as planned
 - where there are changes to the plan
- where cases are:
 - straightforward
 - complex
- using records that are:
 - paper based
 - electronic.

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 process and record information	1.1 validate the information received 1.2 ensure the information is recorded accurately on the appropriate system 1.3 adhere to the requirements of confidentiality according to organisational policy 1.4 keep records up to date			
2 Know how to prepare the case for legal action	2.1 explain how to validate information and the information needed to create files (electronic and paper) 2.2 explain how to operate information systems (paper and electronic) 2.3 explain which documents are required 2.4 explain the requirements of information storage and security 2.5 explain the importance of maintaining confidentiality			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to prepare complex and straightforward cases</p>	<p>3.1 list the case in accordance with listing targets/requirements</p> <p>3.2 prepare the case in accordance with organisational requirements, ensuring that the required resources are available</p> <p>3.3 issue notifications of hearings to all parties/court in accordance with the timescale</p> <p>3.4 respond to information requests and/or action in accordance with organisational procedures</p> <p>3.5 arrange the caseload in an order of priorities to meet objectives and targets</p> <p>3.6 make sure that key personnel are available that meet the needs of the case</p> <p>3.7 refer cases beyond their authority or competence to the designated authority</p> <p>3.8 respond to changing circumstances within the limits of their authority</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand the principles to be applied to preparing cases for legal action	4.1 describe their targets and objectives 4.2 explain the classification of case timescales and individual case priorities 4.3 explain the consequences of the change in circumstances and the action that should be taken 4.4 explain the basis on which to allocate cases 4.5 explain who are the interested parties and the nature of their interest 4.6 explain who should be involved in the case 4.7 explain the implications of changes to the plan			

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

Unit 9:	Manage the case for legal action
Unit reference number:	T/601/3437
QCF level:	2
Credit value:	5
Guided learning hours:	40

Unit summary

This unit is about managing a caseload of straightforward and complex cases for planned hearings and where there are changes to the plan.

Assessment requirements

This unit must be assessed in accordance with Government Skills SSC Assessment Strategy requirements.

In this unit learners must show evidence of their competence in each of the following contexts on at least one occasion:

- for hearings:
 - that go ahead as planned
 - where there are changes to the plan
- where cases are:
 - straightforward
 - complex
- using records that are:
 - paper-based
 - electronic.

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 process information relating to the hearing	1.1 validate the information received 1.2 ensure all documentation is available to proceed to hearing 1.3 ensure information is recorded accurately on the appropriate system 1.4 adhere to the requirements of confidentiality in accordance with organisational policy 1.5 store records securely			
2 Be able to manage complex and straightforward cases	2.1 communicate information and developments in the case unambiguously to interested parties using the correct method 2.2 deal with requests for information and/or action in accordance with organisational procedures 2.3 make sure that key personnel are available that meet the needs of the case 2.4 monitor the progress of the case to meet objectives and targets 2.5 respond to changing circumstances within the limits of their authority 2.6 refer cases beyond their authority to the designated authority 2.7 meet the required timescale			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the principles to be applied to managing cases for legal action	3.1 describe their own targets and objectives 3.2 explain the case timescales and individual case priorities 3.3 describe who the interested parties are and their role			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 10: Carry out post-hearing actions

Unit reference number: A/601/2743

QCF level: 2

Credit value: 5

Guided learning hours: 38

Unit summary

This unit is about carrying out post-hearing actions following planned hearings and where there are changes to the plan.

Assessment requirements

This unit must be assessed in accordance with Government Skills SSC Assessment Strategy requirements.

In this unit learners must show evidence of their competence in each of the following contexts on at least one occasion:

- for hearings:
 - that go ahead as planned
 - where there are changes to the plan.

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 process information relating to the hearing in accordance with legal and organisational procedures	1.1 confirm the accuracy of the information contained in the decision 1.2 record the outcome of the hearing 1.3 store records securely			
2 Be able to process post-hearing actions in accordance with legal and organisational procedures	2.1 inform relevant parties of the decision 2.2 carry out post-hearing actions in line with the outcome of the hearing 2.3 meet the required timescale			
3 Understand the principles to be applied to carrying out post-hearing actions	3.1 describe their own targets and objectives 3.2 explain the case timescales and individual case priorities 3.3 explain who are the interested parties and their role 3.4 explain the protocols that are appropriate to the hearing 3.5 explain how to operate information systems 3.6 explain the importance of maintaining confidentiality			

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

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

Unit 11: Debt recovery in public services

Unit reference number: J/601/2745

QCF level: 2

Credit value: 5

Guided learning hours: 30

Unit summary

This unit is about enforcing or settling debts where settlement is made by request and conversely, where settlement is referred for legal action.

Assessment requirements

This unit must be assessed in accordance with Government Skills SSC Assessment Strategy requirements.

In this unit learners must show evidence of their competence in each of the following contexts on at least one occasion:

- where settlement:
 - is requested
 - is referred for legal action
 - using records that are either paper based or electronic.

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 make debt decisions in accordance with organisational and legal requirements	<p>1.1 confirm the availability of all information needed to make the decision</p> <p>1.2 base the decision as to whether to enforce or settle the debt on an analysis of accurate information</p> <p>1.3 refer cases beyond their authority or competence to the designated person</p> <p>1.4 maintain accurate records</p>		
2	Understand the principles to be applied to debt settlement	<p>2.1 explain the appropriate legal authority relating to enforcement</p> <p>2.2 describe methods of enforcement in different circumstances</p>		

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 12: Interview customers

Unit reference number: Y/601/2748

QCF level: 2

Credit value: 5

Guided learning hours: 40

Unit summary

This unit is about interviewing customers who are cooperative and uncooperative in scheduled and unscheduled interviews.

Assessment requirements

This unit must be assessed in accordance with Government Skills SSC Assessment Strategy requirements.

In this unit learners must show evidence of their competence in each of the following contexts on at least one occasion:

- with customers that are:
 - cooperative
 - uncooperative
- in interviews that are:
 - scheduled
 - unscheduled.

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 conduct interviews with customers	1.1 confirm the customer's identity and circumstances 1.2 inform the customer of the consequences of the next actions 1.3 accommodate people's needs for access, communication and religious requirements 1.4 direct the customer to other sources of help if their needs cannot be met 1.5 communicate in a way that the customer can understand 1.6 maintain confidentiality according to organisational policy			
2 Be able to manage interviews	2.1 conduct the interview in a way that is consistent with meeting their own objectives 2.2 respond to changing circumstances within the interview within the limits of their own authority 2.3 report to relevant parties information that might affect them 2.4 record the findings accurately in accordance with organisational requirements			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the principles to be applied to interviewing	3.1 explain the objectives of the interview 3.2 describe how to apply interviewing techniques 3.3 explain how to give clear and accurate information and check customers' understanding 3.4 explain what information is sought from the interview 3.5 describe the organisation's diversity policy 3.6 explain how to accommodate people's needs for access, communication and religious requirements 3.7 describe the requirements of the organisation's standards of customer service 3.8 explain the importance of maintaining confidentiality			

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

Unit 13: Provide technical advice and guidance to customers

Unit reference number: Y/601/2751

QCF level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about providing technical advice and/or guidance verbally and in writing within the team, beyond the team and making referrals to others when the query cannot be answered.

Assessment requirements

This unit must be assessed in accordance with Government Skills SSC Assessment Strategy requirements.

In this unit learners must show evidence of their competence in each of the following contexts on at least one occasion:

- with customers:
 - within the team
 - beyond the team
- using different forms of communication including:
 - verbal
 - written.

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 communicate with others verbally and in writing	<p>1.1 identify and confirm the customer's needs</p> <p>1.2 communicate in a way that the customer can understand</p> <p>1.3 obtain and provide complete and up to date information to the customer in a timely manner</p> <p>1.4 confirm that the customer's information needs have been met</p> <p>1.5 direct the customer to other sources of help if their needs have not been met</p> <p>1.6 maintain confidentiality</p>			
2 Understand the principles to be applied to providing technical advice and guidance	<p>2.1 explain the services for which the advice and guidance is required</p> <p>2.2 explain how to find out what information the customer needs</p> <p>2.3 explain how to give clear and accurate information</p> <p>2.4 explain how to check the customer's understanding</p> <p>2.5 explain where to get guidance and assistance if they cannot provide the information themselves</p> <p>2.6 describe the resource and time constraints that could affect the outcome</p> <p>2.7 explain the importance of maintaining confidentiality</p>			

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

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

Unit 14: Debt recovery contact techniques

Unit reference number: L/601/2763

QCF level: 3

Credit value: 12

Guided learning hours: 90

Unit summary

This unit is about using debt recovery contact techniques.

Assessment requirements

This unit must be assessed in accordance with Government Skills SSC Assessment Strategy requirements.

Performance should be demonstrated on at least two occasions over a minimum period of three months.

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 Know how to prepare for debt recovery contact	<p>1.1 describe the range of debt recovery techniques available</p> <p>1.2 describe the sequence of approaches needed prior to taking recovery action</p> <p>1.3 explain the importance of selecting the correct debt recovery technique(s) for the case</p> <p>1.4 explain the importance of obtaining and retaining control during discussions</p> <p>1.5 describe the advantages and disadvantages of different questioning techniques</p>			
2 Be able to prepare for debt recovery	<p>2.1 check the status of the case</p> <p>2.2 complete debt recovery preparations in accordance with organisational guidelines</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to recover debt using negotiation and influencing skills	3.1 communicate with the customer and retain control of the contact in accordance with organisational procedures 3.2 explain to the customer the legal authority relating to the recovery case 3.3 explain to the customer the benefits of compliance and the consequence of non-compliance 3.4 use or adapt recovery techniques that are appropriate to the case 3.5 negotiate an acceptable payment or payment promise using professional pressure in accordance with organisational policy 3.6 summarise the outcomes of the contact and agreed actions			
4 Be able to maintain debt recovery records	4.1 follow organisational procedures to record the outcome of the contact 4.2 adhere to data security requirements			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 15: Follow the rules to deliver customer service

Unit reference number: L/601/1614

QCF level: 2

Credit value: 4

Guided learning hours: 30

Unit summary

This unit requires the learner to show that they know and understand all the rules that apply to customer service delivered by their organisation and how they apply to the learner and their job.

Assessment requirements

Wherever possible the learner's evidence should be based on 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.

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 'organisation' from which the learner draws their evidence must be the organisation they work for or the organisation in which they have realistic work experience. The 'organisation' may be the whole of the organisation or the business unit, division or department with which they are involved. The learner must provide evidence of following the rules to deliver customer service:

- during routine delivery of customer service
- during a busy time in their job
- during a quiet time in their job
- when people, systems or resources have let them down.

Simulation is not allowed for any performance evidence within this unit.

Assessment methodology

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 Follow their organisation's customer service practices and procedures	<p>1.1 follow organisational practices and procedures that relate to their customer service work</p> <p>1.2 recognise the limits of what they are allowed to do when delivering customer service</p> <p>1.3 refer to somebody in authority when they need to</p> <p>1.4 work in a way that protects the security of customers and their property</p> <p>1.5 work in a way that protects the security of information about customers</p>			
2 Know how to follow the rules to deliver customer service	<p>2.1 describe organisational practices and procedures that relate to their customer service work</p> <p>2.2 identify the limits of what they are allowed to do when delivering customer service</p> <p>2.3 explain when and how they should refer to somebody in authority about the rules for delivering customer service</p> <p>2.4 explain how they protect the security of customers and their property</p> <p>2.5 explain how they protect the security of information about customers</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.6 describe their health and safety responsibilities as they relate to their customer service work</p> <p>2.7 explain their responsibilities to deliver customer service treating customers equally</p> <p>2.8 explain why it is important to respect customer and organisation confidentiality</p> <p>2.9 list the main things they must do and not do in their job under legislation that affects their customer service work</p> <p>2.10 list the main things that they must do and not do in their job under external regulations that affect their customer service work</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 16: Processing customers' financial transactions

Unit reference number: F/601/8320

QCF level: 2

Credit value: 4

Guided learning hours: 8

Unit summary

This unit may be suitable for learners whose work involves receiving from and/or making payments to customers and monitoring customers' payments. The learner will make sure that the amount and documentation are accurate, that all procedures are carried out in line with the organisation's requirements and that customer payments are made on time.

Assessment requirements

This unit must be assessed in line with the appropriate Assessment Strategy from the Financial Services Skills Council (FSSC).

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 deal with customer transactions and documentation	<p>1.1 receive payments from and/or make payments to customers</p> <p>1.2 confirm that amounts and balances are accurate</p> <p>1.3 process payments accurately in accordance with the organisation's procedures</p> <p>1.4 recognise discrepancies in documentation and take appropriate action</p> <p>1.5 make sure that all documentation, entries and records are accurate and legible</p>			
2 Be able to comply with all codes, laws and regulatory requirements	<p>2.1 follow the organisation's systems, procedures and organisational timescales</p> <p>2.2 explain the organisation's customer service and complaints procedure</p> <p>2.3 act within personal authority limits and recognising when to refer to others</p> <p>2.4 explain the sources of information and advice within the organisation</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.5 identify the different methods of receiving financial information 2.6 comply with legal requirements, industry regulations, organisational policies and professional codes 2.7 explain the organisation's requirements relating to the application of codes, laws and regulatory requirements and their impact on the job role			

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

Unit 17: Operating credit control procedures

Unit reference number: Y/601/8324

QCF level: 3

Credit value: 4

Guided learning hours: 10

Unit summary

This unit may be suitable for learners who identify instances of non-payment and take appropriate action to recover moneys due. They will operate credit control procedures, identifying and understanding the reason(s) for non payment, identifying opportunities for the collection of money and recognising when outstanding debts should be referred to others in the organisation.

Assessment requirements

This unit must be assessed in line with the appropriate Assessment Strategy from the Financial Services Skills Council (FSSC).

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 non payment	<p>1.1 identify the different methods of receiving financial information</p> <p>1.2 identify instances of non-payment</p> <p>1.3 identify bad and potentially bad debts accurately</p> <p>1.4 establish the reasons for non-payment</p>			
2 Be able to take appropriate action with non payment	<p>2.1 explain the organisation's policy and procedure for communicating with customers</p> <p>2.2 take action to recover monies due by clarifying discrepancies and requesting any outstanding amounts</p> <p>2.3 explain why and how respect should be shown to customers</p> <p>2.4 obtain the customer's agreement to pay the amount owed</p> <p>2.5 agree appropriate methods of payment with the customer and monitor their compliance with these</p> <p>2.6 identify continued non-payment and take appropriate action</p> <p>2.7 take the nature and circumstances of the account holder into account when deciding what action to take</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.8 explain the organisation's customer service and complaints procedure 2.9 explain the sources of information and advice within the organisation			
3 Be able to comply with all codes, laws and regulatory requirements	3.1 follow the organisation's systems, procedures and time limits for dealing with late payments 3.2 act within the personal authority limits recognising when to refer to others 3.3 keep accurate and up-to-date records of all actions taken 3.4 comply with legal requirements, industry regulations, organisational policies and professional codes 3.5 explain the organisation's requirements relating to the application of codes, laws and regulatory requirements and their impact on the job role			

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 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 Public Services sector

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
8					
7					
6					
5			Edexcel Level 5 HNC in Public Services Edexcel Level 5 HND in Public Services		
4					

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/ competence
3		Edexcel Level 3 Principal Learning in Public Services	<p>Edexcel BTEC Level 3 Certificate in Public Services (QCF)</p> <p>Edexcel BTEC Level 3 Subsidiary Diploma in Public Services (QCF)</p> <p>Edexcel BTEC Level 3 Diploma in Public Services (QCF)</p> <p>Edexcel BTEC Level 3 Extended Diploma in Public Services (QCF)</p>	<p>Edexcel BTEC Level 3 Award in Fitness Testing and Training for the Uniformed Public Services (QCF)</p> <p>Edexcel BTEC Level 3 Award in Understanding Discipline in the Uniformed Public Services (QCF)</p> <p>Edexcel BTEC Level 3 Certificate in Public Sector Practice (QCF)</p> <p>Edexcel BTEC Level 3 Certificate in Public Sector Practice (Uniformed) (QCF)</p> <p>Edexcel BTEC Level 3 Diploma in Public Sector Practice (QCF)</p> <p>Edexcel BTEC Level 3 Diploma in Public Sector Practice (Uniformed) (QCF)</p>	Edexcel Level 3 Diploma in Policing (QCF)

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/ competence
2		Edexcel Level 2 Principal Learning in Public Services	Edexcel BTEC Level 2 Certificate in Public Services (QCF) Edexcel BTEC Level 2 Extended Certificate in Public Services (QCF) Edexcel BTEC Level 2 Diploma in Public Services (QCF)	Edexcel BTEC Level 2 Award in Improving Health and Fitness for Entry to the Uniformed Public Services (QCF) Edexcel BTEC Level 2 Award in Public Sector Practice (QCF) Edexcel BTEC Level 2 Extended Certificate in Public Sector Practice (QCF)	Edexcel Level 2 NVQ Diploma in Public Services – Operational Delivery (Uniformed) (QCF)
1			Edexcel BTEC Level 1 Certificate in Public Sector Practice (QCF) Edexcel BTEC Level 1 Award in Public Sector Practice (QCF)		
Entry			Entry Level 3 Award in Public Services		

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 detail go to www.edexcel.com.

Annexe D: Assessment strategy

Edexcel Level 2 Certificate and Diploma in Public Services – Operational Delivery (Debt Management)

Introduction

As the Sector Skills Council for Central Government, Government Skills Sector is responsible for the development, revision and maintenance of the Public Services National Occupational Standards.

The purpose of this assessment strategy is to set out the principles and requirements for the assessment of individuals against the Public Service National Occupational Standards (NOS) in relation to the achievement of the Level 2 Certificate/Diploma in Public Services – Operational Delivery (Debt Management).

Government Skills has produced this document to:

- assist Assessors, Internal and External Verifiers/Moderators
- encourage and promote consistent assessment of this qualification
- promote cost effective assessment plans.

This document provides definitions for:

- the scope of the qualification and the characteristics of typical candidates for this qualification
- the qualification structure
- the qualifications and experience required for assessors and verifiers/moderators of this qualification
- access to this qualification
- the evidence required to support competent performance against the standards

and recommendations for:

- carrying out assessments
- performance evidence assessing knowledge and understanding
- the arrangements for external quality control of assessment.

The importance that employers and candidates place on achieving this qualification and the relationship with awarding organisations will provide a key measure of Government Skills' success with this assessment strategy. Government Skills will use this document to continually improve its strategies for assessment of this qualification.

The regulations set out in Section 5 of the Regulatory Arrangements for the Qualifications and Credit Framework (August 2008) apply to the strategy.

Qualification Structures

The typical candidates for these qualifications are junior personnel in administrative roles in Government Departments and Agencies.

Evidence of competence must be assessed against the requirements of the relevant QCF units which are based on the National Occupational Standards. The structure for this qualification requires candidates to complete mandatory units together with a choice of optional units from a provided selection. The overall threshold of 22/37 credits are required to achieve the Certificate/Diploma qualifications respectively and are defined in the qualification structure.

Where units are imported from other sectors, the assessment strategy for the imported unit will apply.

Consultation

The principles for this assessment strategy were developed concurrently with the development of Public Service National Occupational Standards (NOS). Within these standards, some units have been developed that will be also be used within qualifications developed for across Central Government Departments in addition to the Armed Forces. This strategy has therefore been developed in consultation with key stakeholders in the sector including the Armed Services, key Government Departments involved in the delivery of Public Services and relevant Awarding and Accrediting Organisations.

The principles of this strategy were presented to other Public Services Organisations developing qualifications to ensure parity of strategic principles across the wider public sector. This document has been agreed by Government Skills, Debt Management employers and awarding organisations.

The consultation process has included research, discussions and input from:

Ministry of Defence TESR	Skills for Justice
HQ Infantry, Warminster	Skills for Health
Infantry Training, Catterick	SkillsActive
Fleet-NTC, Portsmouth	Skills for Care and Development
Royal Marines CTCRM, Lympstone	Skills for Security
HMS Collingwood	IDeA/Skills Plus
HM Revenue & Customs	QCA and SQA
Tribunals Service (Employment, SSCSA, AIT)	Awards UK
Department for Work and Pensions Jobcentre Plus	Edexcel
Department for Work and Pensions Disability & Carers Service	City & Guilds
Home Office Border & Immigration Service	SQA (awarding organisation)
	NCFE

External quality control

Methods of external quality control are desirable to ensure the quality and consistency of assessment across the sector.

The methods adopted will:

- be practicable within the working context
- be cost-effective
- ensure added-value within the quality assurance process.

Awarding Organisations will use risk management for external quality control of assessment and evaluate reports and other related data to address any issues relating to quality control considering the sector assessment strategy requirements for:

- workplace evidence
- the use of simulation
- the occupational competence of Assessors, Verifiers/Moderators
- quality assurance that meets the criteria required by the qualification regulators.

As appropriate, through the development of collaborative working relationships, Government Skills and awarding organisations and other related organisations will use forums and 1:1 meetings for dialogue and feedback on:

- National Occupational Standards (NOS) and qualifications including aspects that inform the need for incremental change.
- issues of assessment centres' performance and external quality control and contribute to improving quality and consistency
- provide information and statistics on take up and completion as well as trends and developments that can be used by Government Skills and awarding organisations to identify any problem areas and agree remedial action
- identify areas and levels of risk.

Awarding Organisations and their centres, Assessors and Verifiers /Moderators will be expected to maintain robust and transparent operational arrangements that preserve independence in assessment, certification and quality assurance processes. Where e-assessment is used, it will meet the criteria required by the qualifications regulators.

It is expected that Government Skills' relationships with awarding organisations will include the following quality monitoring measures:

- all new centres will be provided advice and guidance about the requirements of and means of meeting the centre recognition criteria in accordance with the Regulatory arrangements for the Qualifications and Credit Framework
- the provision of appropriate advice, guidance and support to all approved centres on all aspects of assessment and internal verification operations

- a dialogue process through forums or 1:1s that reports on the operation of external verification, risk management and the implementation and effectiveness of the standards and qualifications.

Simulated evidence

The key principle on which this assessment strategy is based is that assessment for QCF competence – based qualifications is expected to be based on evidence drawn from actual work performance.

There are no units within this qualification where simulation is accepted evidence.

Technical requirements

Assessors

Assessors will be appointed by and registered with approved centres. An assessor will:

- have verifiable, relevant, current industry experience and knowledge of the occupational working area at or above the level being assessed. This experience and knowledge must be of sufficient depth to be effective and reliable when judging candidates' competence. This could be verified by:
 - records of continuing professional development achievements
 - curriculum vitae and references
 - possession of a relevant NVQ
 - individual and or corporate membership of a relevant professional institution
- hold and be registered for or working towards current industry specified qualifications such as A1/A2 or legacy qualifications such as D32 and D33 as referred to in the Regulatory Arrangements for the Qualifications and Credit Framework (Section 5.6d - delivery of Assessment August 2008) or equivalent successor awards.

Internal verifiers

Internal verifiers will be appointed by and registered at approved centres. An internal verifier will:

- have verifiable, relevant, current industry experience and knowledge of the occupational working area at or above the level being verified. This experience and knowledge must be of sufficient depth to be effective and reliable when verifying judgements about assessors' processes and decisions. This could be verified by:
 - records of continuing professional development achievements
 - curriculum vitae and references
 - possession of a relevant NVQ
 - individual and or corporate membership of a relevant professional institution
- have an up to date working knowledge and understanding in the occupational area they verify;
- hold or be registered for and working towards V1 or legacy qualifications such as D34 as referred to in the Regulatory Arrangements for the Qualifications and Credit Framework (Section 5.6d - Assessment of Delivery August 2008) or equivalent successor awards.

External verifiers

External verifiers will be appointed by and registered with the relevant awarding organisations. External verifiers will:

- have verifiable, relevant, current industry experience and knowledge of the occupational working area at or above the level being verified. This experience and knowledge must be of sufficient depth to be effective and reliable when verifying judgements about internal verification and assessment processes and decisions. This could be verified by:
 - records of continuing professional development achievements
 - curriculum vitae and references
 - possession of a relevant NVQ
 - individual and or corporate membership of a relevant professional institution
- hold or be registered for and working towards V2 or hold legacy qualifications such as D35 as referred to in the Regulatory Arrangements for the Qualifications and Credit Framework (Section 5.6d - Assessment of Delivery August 2008) or equivalent successor awards.

Assessment methods

The primary form of evidence for these qualifications will be workplace performance. This guidance is provided in this strategy on the acceptability of the use of simulation.

Assessment methods may therefore include:

- observation of normal work performance
- including witness testimony
- questioning during performance (particularly concerning contingency criteria)
- industry education and training programme assessment or professional interview assessment that has been mapped to the NOS requirements
- professional discussion
- employer-provided question papers and tests
- e-assessment.

by subject experts or specialists who may have direct day-to day contact with candidates. These subject experts may be employed by the same organisation or from an external resource. Subject experts or specialists should be supported by a qualified assessor but note that the final assessment decision rests with the assessor.

Performance evidence

Evidence of competent performance is required to demonstrate the consistency of an individual's workplace activity over time. This therefore requires that competence be demonstrated at least once against all performance criteria. Evidence should be obtained holistically where practically possible since competent performance in some units is often dependent on competence in others. Items of performance evidence often contain features that apply to more than one unit, and can be used as evidence in any unit where appropriate.

Candidates are required to demonstrate competence in the contexts listed in each unit required to achieve the qualification across the assessment criteria. Competence should be demonstrated by performance, and exceptionally, by knowledge where the candidate's role limits their opportunity to demonstrate their competence by performance but only if listed as acceptable against the unit titles below.

The most effective way of assessing competence, especially for the performance criteria in relation to contexts, is through direct observation of the candidate. Assessors must make sure that the evidence provided reflects the candidate's competence.

Evidence that has been produced from team activities is only valid when it clearly relates to a candidate's specific and individual contribution to the activity, and not to the general outcome(s).

Individuals must also convince their designated assessors that they are able to apply the full specification of knowledge and understanding to their work activities for each unit.

Assessing knowledge and understanding

Knowledge and understanding are key components of competent performance. Where the candidate's knowledge and understanding (and the handling of contingency situations) is not apparent from performance evidence, it must be assessed by other means and be supported by suitable evidence.

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*'.

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