

# Specification

BTEC Specialist qualification

Edexcel BTEC Level 2 Certificate and Diploma  
for Legal Secretaries (QCF)

Edexcel BTEC Level 3 Certificate and Diploma  
for Legal Secretaries (QCF)

For first teaching November 2011

Edexcel, a Pearson company, is the UK's largest awarding body offering academic and vocational qualifications and testing to schools, colleges, employers and other places of learning in the UK and internationally. Qualifications include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications from entry level to BTEC Higher National Diplomas. Edexcel and BTEC qualifications are administered by Pearson Education Ltd.

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

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# BTEC Specialist qualification titles covered by this specification

Edexcel BTEC Level 2 Certificate for Legal Secretaries (QCF)

Edexcel BTEC Level 2 Diploma for Legal Secretaries (QCF)

Edexcel BTEC Level 3 Certificate for Legal Secretaries (QCF)

Edexcel BTEC Level 3 Diploma for Legal Secretaries (QCF)

These qualifications have been accredited to the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined by the Department for Education (DfE) under Section 96 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 [www.education.gov.uk/](http://www.education.gov.uk/). The QCF Qualification Number (QN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a QCF unit code.

The QCF qualification and unit codes will appear on learners' final certification documentation.

The Qualification Accreditation Numbers for the qualifications in this publication are:

Edexcel BTEC Level 2 Certificate for Legal Secretaries (QCF)	600/3360/5
Edexcel BTEC Level 2 Diploma for Legal Secretaries (QCF)	600/3362/9
Edexcel BTEC Level 3 Certificate for Legal Secretaries (QCF)	600/3363/0
Edexcel BTEC Level 3 Diploma for Legal Secretaries (QCF)	600/3358/7

These qualification titles will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

# Welcome to the Edexcel BTEC Level 2 and 3 Certificates and Diplomas for Legal Secretaries

We are delighted to introduce our new qualifications, which will be available for teaching from November 2011. These qualifications conform with the requirements of the QCF (Qualifications and Credit Framework).

## Focusing on the Edexcel BTEC Level 2 and 3 Certificates and Diplomas for Legal Secretaries

These specialist certificate qualifications are stand alone qualifications. The diplomas are part of the Business Administration Apprenticeship frameworks at Level 2 and Level 3, for the Legal Administration pathway. They are also stand alone qualifications. The broad purpose of the qualifications and their primary focus is to provide the necessary knowledge and understanding of the specialist administration requirements for working in the legal sector and practice.

Progression routes can be from the Level 2 to the Level 3 Apprenticeship, and on to other BTEC Legal or Business qualifications.

## Straightforward to implement, teach and assess

Implementing BTECs couldn't be easier. They are designed to easily fit into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment makes grading learner attainment simpler.

## Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

## Recognition

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and learner needs — **in this case the Council for Administration (CfA) SSC**. Many industry and professional bodies offer successful BTEC learners exemptions for their own accredited qualifications.

## **All you need to get started**

To help you off to a flying start, we've developed an enhanced specification that gives you all the information you need to start teaching BTEC. This includes:

- a framework of equivalencies, so you can see how this qualification compares with other Edexcel vocational qualifications
- information on rules of combination, structures and quality assurance, so you can deliver the qualification with confidence.

Don't forget that we're always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.



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# What are BTEC Level 2 and 3 Specialist qualifications?

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BTEC Specialist qualifications are qualifications at Entry Level to Level 3 in the Qualifications and Credit Framework (QCF) and are designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently they provide a course of study for full-time or part-time learners in schools, colleges and training centres.

BTEC Specialist qualifications provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC). A number of BTEC Specialist qualifications are recognised as the knowledge components of Apprenticeships Frameworks.

On successful completion of a BTEC Specialist qualification, learners can progress to or within employment and/or continue their study in the same, or related vocational area.

The QCF is a framework which awards credit for qualifications and units and aims to present qualifications in a way that is easy to understand and measure. It enables learners to gain qualifications at their own pace along flexible routes.

There are three sizes of qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the framework will have a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

The credit value of the unit will remain constant in all contexts, regardless of the assessment method used for the qualification(s) to which it contributes.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

## **Edexcel BTEC Level 2/3 Certificates**

The Edexcel BTEC Level 2/3 Certificates for Legal Secretaries cover some of the knowledge and practical skills required for the legal secretaries sector.

## **Edexcel BTEC Level 2/3 Diplomas**

The Edexcel BTEC Level 2/3 Diplomas for Legal Secretaries extends the work-related focus from the Edexcel BTEC Level 2/3 Certificates for Legal Secretaries. There is potential for the qualification to prepare learners for employment as a legal secretary and for those who have decided that they wish to enter a specific area of work.

## **Key features of the Edexcel BTEC Level 2 and 3 Certificates/Diplomas for Legal Secretaries**

The Edexcel BTEC Level 2 and 3 Certificates for Legal Secretaries have been developed to give learners the opportunity to:

- engage in learning that is relevant to them and which will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- achieve a nationally recognised Level 2 or 3 vocationally-related qualification
- progress to employment as a legal secretary
- progress to related general and/or vocational qualifications.

## **National Occupational Standards**

Where relevant, Edexcel BTEC qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Edexcel BTEC (QCF) qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

The Edexcel BTEC Level 2 and 3 Certificates and Diplomas for Legal Secretaries relate to the following NOS:

- Business Administration.

# Rules of combination

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The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications within the QCF have rules of combination.

When combining units for an Edexcel BTEC Level 2 or 3 Certificates/Diplomas for Legal Secretaries, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

## **Edexcel BTEC Level 2 Certificate for Legal Secretaries (QCF)**

- 1 Qualification credit value: a minimum of 31 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 31 credits.
- 3 All credits must be achieved from the units listed in this specification.

## **Edexcel BTEC Level 2 Diploma for Legal Secretaries (QCF)**

- 1 Qualification credit value: a minimum of 37 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 37 credits.
- 3 All credits must be achieved from the units listed in this specification.

## **Edexcel BTEC Level 3 Certificate for Legal Secretaries (QCF)**

- 1 Qualification credit value: a minimum of 32 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 32 credits.
- 3 All credits must be achieved from the units listed in this specification.

## **Edexcel BTEC Level 3 Diploma for Legal Secretaries (QCF)**

- 1 Qualification credit value: a minimum of 39 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 32 credits.
- 3 All credits must be achieved from the units listed in this specification.

## Edexcel BTEC Level 2 Certificate for Legal Secretaries (QCF)

The Edexcel BTEC Level 2 Certificate for Legal Secretaries (QCF) consists of 3 mandatory units for a combined total of 31 credits.

Edexcel BTEC Level 2 Certificate in Legal Secretaries (QCF)				
Unit	Unit Reference	Mandatory units	Credit	Level
1	A/600/1015	Legal Word Processing	16	2
2	L/600/1018	Working in the Legal Environment	13	2
3	M/600/1013	Proof-reading in the Legal Environment	2	2

## Edexcel BTEC Level 2 Diploma for Legal Secretaries (QCF)

The Edexcel BTEC Level 2 Diploma for Legal Secretaries (QCF) consists of 3 mandatory units **plus** optional unit(s) that provide for a combined total of 37 credits.

Learners must complete 3 mandatory units (31 credits) and the remaining credits (minimum of 6) from the optional units.

If learners achieve The Legal Environment (Unit 5), then they must achieve the remaining credit from units 6-14.

Edexcel BTEC Level 2 Diploma for Legal Secretaries (QCF)				
Unit	Unit Reference	Unit Title	Credit	Level
<b>Mandatory Units - 31 credits</b>				
1	A/600/1015	Legal Word Processing	16	2
2	L/600/1018	Working in the Legal Environment	13	2
3	M/600/1013	Proof-reading in the Legal Environment	2	2
<b>Optional Units - 6 credits</b>				
4	J/600/1020	Legal Information Processing	6	2

<b>OR</b>				
5	M/501/5435	The Legal Environment	5	2
<b>plus remaining credit from any of these additional optional units</b>				
6	D/501/5544	Consumer Rights	7	2
7	H/501/5545	Family Law	7	2
8	J/501/5540	Principles of Criminal Law	7	2
9	J/501/9961	Conveyancing	7	2
10	K/501/5546	Probate Practice and Administration	7	2
11	L/501/5538	Principles of Liability	10	2
12	L/501/5541	Principles of Debt Recovery	7	2
13	R/501/5542	Law in the Workplace	7	2
14	Y/501/5543	Personal Injury Procedures	7	2

## Edexcel BTEC Level 3 Certificate for Legal Secretaries (QCF)

The Edexcel BTEC Level 3 Certificate for Legal Secretaries (QCF) consists of 3 mandatory units that provide for a combined total of 32 credits.

Edexcel BTEC Level 3 Certificate in Legal Secretaries				
Unit	Unit Reference	Mandatory units	Credit	Level
15	R/600/2946	Legal Word Processing	15	3
16	R/600/1019	Business Skills in the Legal Environment	15	3
17	T/600/1014	Proof-reading in the Legal Environment	2	3

## Edexcel BTEC Level 3 Diploma for Legal Secretaries (QCF)

The Edexcel BTEC Edexcel BTEC Level 3 Diploma for Legal Secretaries (QCF) consists of 3 mandatory units **plus** optional unit(s) that provide for a combined total of 39 credits (where at least 32 credits must be at Level 3 or above).

Learners must complete 3 mandatory units (32 credits) and the remaining credits (minimum of 7) from the optional units.

If learners achieve The Legal Environment (Unit 5), then they must achieve the remaining credit from units 6-14.

Edexcel BTEC Level 3 Diploma for Legal Secretaries				
Unit	Unit Reference	Unit title	Credit	Level
<b>Mandatory Units - 32 credits</b>				
15	R/600/2946	Legal Word Processing	15	3
16	R/600/1019	Business Skills in the Legal Environment	15	3
17	T/600/1014	Proof-reading in the Legal Environment	2	3
<b>Optional Units - 7 credits</b>				
18	R/600/1022	Legal Information Processing	7	3



<b>OR</b>				
5	M/501/5435	The Legal Environment	5	2
<b>plus remaining credit from any of these additional optional units</b>				
6	D/501/5544	Consumer Rights	7	2
7	H/501/5545	Family Law	7	2
8	J/501/5540	Principles of Criminal Law	7	2
9	J/501/9961	Conveyancing	7	2
10	K/501/5546	Probate Practice and Administration	7	2
11	L/501/5538	Principles of Liability	10	2
12	L/501/5541	Principles of Debt Recovery	7	2
13	R/501/5542	Law in the Workplace	7	2
14	Y/501/5543	Personal Injury Procedures	7	2

# Assessment

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All units within these qualifications are internally assessed. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' a learner must have successfully passed **all** the assessment criteria.

## Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

All the assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms, including performance observation, presentations and posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated in the assignments briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignments briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, i.e. to reflect the most recent developments and issues
- local, i.e. to reflect the employment context of the delivering centre
- flexible to reflect learner needs, i.e. at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

## Qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade.

## Quality assurance of centres

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Quality assurance is at the heart of vocational qualifications. The centre assesses BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Edexcel use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Edexcel quality assurance model will follow one of the processes listed below.

- 1 Delivery of the qualification as part of a BTEC apprenticeship (single click registration)
  - an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions
- 2 Delivery of the qualification outside the apprenticeship
  - an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
  - Lead Internal Verifier accreditation. This involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, we will annually allocate a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details, go to the UK BTEC Quality Assurance Handbook on our website [www.edexcel.com](http://www.edexcel.com).

## Approval

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

Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

## Quality Assurance Guidance

Details of quality assurance for the Edexcel BTEC Level 1 - 3 qualifications are set out in centre guidance which is published on our website ([www.edexcel.com](http://www.edexcel.com)).

# Programme design and delivery

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## Mode of delivery

Edexcel does not normally define the mode of delivery for Edexcel BTEC qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

## Resources

Edexcel BTEC Level 2 and 3 qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Edexcel.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

## Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Edexcel BTEC Level 2 and 3 qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

## Additional and specialist learning

Additional and Specialist Learning (ASL) consists of accredited qualifications at the same level as, or one level above a 14-19 Diploma course of study, which have been approved under Section 96 of the Learning and Skills Act 2000. The ASL may include BTEC qualifications which are also available to learners not following a 14-19 Diploma course of study.

ASL qualifications are listed on the 14-19 Diploma Catalogue which is available on the Register of Regulated Qualifications ([www.ofqual.gov.uk](http://www.ofqual.gov.uk)). The catalogue will expand over time as more qualifications are accredited and approved.

Centres undertaking, or preparing to undertake, ASL should refer regularly to the Edexcel website for information regarding additions and the 14-19 Diploma Catalogue for the latest information.

# Access and recruitment

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Edexcel's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement 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.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

## Restrictions on learner entry

The Edexcel BTEC Level 2 Certificate and Diploma for Legal Secretaries are accredited on the QCF for learners aged 14 and above.

The Edexcel BTEC Level 3 Certificate and Diploma for Legal Secretaries are accredited on the QCF for learners aged 16 and above.

In particular sectors the restrictions on learner entry might also relate to any physical or legal barriers, for example people working in health, care or education are likely to be subject to police checks.

## Access arrangements and special considerations

Equality and fairness are central to our work. Edexcel's Equality Policy requires that all learners should have equal opportunity to access our qualifications and assessments and that our qualifications should be awarded in a way that is fair to every learner.

We are committed to ensuring that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Details on how to make adjustments for learners with protected characteristics are given in the policy document *Reasonable Adjustment and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Edexcel website, [www.edexcel.com/Policies/](http://www.edexcel.com/Policies/)

## **Recognition of Prior Learning**

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Edexcel encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

# Unit format

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All units in the Edexcel BTEC Level 2 and 3 Specialist qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

## Unit title

The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

## Unit code

Each unit is assigned a QCF unit code that appears with the unit title on the National Database of Accredited Qualifications.

## QCF level

All units and qualifications within the QCF will 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 benchmarks.

## Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

## Guided learning hours

Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.

## Unit aim

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.



## **Unit introduction**

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

## **Learning outcomes**

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

## **Assessment criteria**

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.



# Units

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Unit 1: Legal Word Processing	19
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# Unit 1: Legal Word Processing

Unit code: A/600/1015

QCF Level: 2 BTEC Specialist

Credit value: 16

Guided learning hours: 160

## Unit aim

The aim of this unit is to enable the learner to develop the knowledge and skills to accurately produce documentation appropriate for the legal and business environments. The learner will become familiar with word processing techniques, audio typing conventions, legal document layouts and legal terminology.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Use word processing software to create and amend business and legal documents	1.1	Create documents to a given house style from manuscript and printed text
		1.2	Amend and format the layout and text of new and existing business and legal documents
		1.3	Insert dates and references where appropriate
		1.4	Create and format tables
		1.5	Select and insert symbols
		1.6	Use search and replace functions
		1.7	Recall document templates with insertion
		1.8	Comply with written instructions and interpret amendment and correction signs
		1.9	Route originals/copies/printouts as instructed

Learning outcomes		Assessment criteria	
		1.10	Name, save and print draft and final copies of business and legal documents, as instructed
2	Transcribe business and legal documents from audio	2.1	Transcribe audio recordings to produce documents
		2.2	Follow, interpret and implement audio conventions and instructions

## Unit 2: Working in the Legal Environment

Unit code: L/600/1018

QCF Level: 2 BTEC Specialist

Credit value: 13

Guided learning hours: 120

### Unit aim

This aim of this unit is to enable the learner to develop the knowledge and skills to understand and operate in different organisational structures and be aware of how relevant legislation, regulations and procedures apply to the legal and business environments. The learner will also develop an understanding of working relationships, effective communication skills and internal and external customer service.

### Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

#### On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Understand the different organisational structures of a legal office	1.1	Describe the different types of organisational structure that exist
		1.2	Describe the structure of a legal office with multiple-departments
2	Understand the roles and responsibilities of personnel within a legal office	2.1	Identify the different branches of the legal profession and career progression routes
		2.2	Identify the different career progression routes available to the different branches of the legal profession
		2.3	Describe the different departments found in a legal office and the work undertaken within these
		2.4	Produce an organisational chart to show the individual roles of different personnel

Learning outcomes		Assessment criteria	
		2.5	Describe the main aspects of work carried out by the different levels of staff within a legal office
3	Understand the role and responsibilities of the legal secretary	3.1	Produce documentation according to the styles and layouts acceptable for business correspondence
		3.2	Describe how to maintain general office equipment in good working order
		3.3	Explain the use of a photocopier
		3.4	Describe the use of manual and electronic information systems
		3.5	Describe procedures for maintaining paper-based and electronic filing systems
		3.6	Select and use filing classification systems
		3.7	Describe procedures for dealing with incoming and outgoing mail
		3.8	Use different methods of communication according to the organisation's policies and procedures
		3.9	Describe communication skills and techniques employed within a legal context
		3.10	Perform simple calculations
4	Know the relevant legislation, policies and procedures that apply to the business environment	4.1	Explain current legislation in terms of health, safety and welfare of employees and visitors
		4.2	Describe the role of the first-aider and/or appointed person in the organisation
		4.3	Identify potential hazards and risks in a given work area
		4.4	Describe current legislation in terms of data protection and copyright
		4.5	Describe the individual's employment rights and responsibilities



Learning outcomes		Assessment criteria	
5	Understand how to work as a member of a legal team	5.1	Organise and prioritise tasks to manage own workload in order to meet deadlines
		5.2	Identify and describe circumstances in which deadlines cannot be met
		5.3	Explain the importance of creating and maintaining productive working relationships with others
		5.4	Describe skills and techniques for communication within a team
6	Understand the importance of establishing and maintaining effective customer relationships in the legal environment	6.1	Explain the importance of establishing and maintaining customer/client relationships that promote business
		6.2	Describe the organisation's role in creating and maintaining positive customer/client relationships
		6.3	Explain the role of the individual in creating a positive and professional image to meet customer expectations within the limits of own authority
		6.4	Describe procedures for dealing with customer/client complaints



## Unit 3: Proof-reading in the Legal Environment

Unit code: M/600/1013

QCF Level: 2 BTEC Specialist

Credit value: 2

Guided learning hours: 20

### Unit aim

The aim of this unit is to enable the learner to develop the knowledge and skills to accurately proof-read documentation appropriate for the legal and business environments.

### Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

#### On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Proof-read legal and business documents to check and identify errors	1.1	Check and identify spelling errors
		1.2	Check and identify punctuation errors
		1.3	Check and Identify consistency errors
		1.4	Check and identify grammatical errors
		1.5	Check and identify presentation errors



## Unit 4: Legal Information Processing

Unit code: J/600/1020

QCF Level: 2 BTEC Specialist

Credit value: 6

Guided learning hours: 60

### Unit aim

The aim of this unit is to enable the learner to develop the knowledge and skills to use spreadsheet and database software to produce meaningful data and handle information effectively within the context of the legal environment.

### Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

#### On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Understand how to store and manage database and spreadsheet data securely and efficiently within the legal environment	1.1	Produce a screen print to demonstrate a logical directory and folder structure
		1.2	Modify file structure
		1.3	Explain the importance of file management and data back up of spreadsheet and database files
		1.4	Identify methods of storing data
2	Use spreadsheet software to create, modify and present data for the legal environment	2.1	Describe the basic structure of spreadsheets
		2.2	Create spreadsheet files for use in the legal environment including a header and/or footer, as instructed
		2.3	Enter and edit text and data in cells, rows and columns
		2.4	Use a range of enhancements to make the presentation of data clearer
		2.5	Enter formulae and calculate data
		2.6	Sort data as instructed

Learning outcomes		Assessment criteria	
		2.7	Create and format charts and graphs to clearly represent spreadsheet data
		2.8	Name, re-name, save and print spreadsheet files, charts/graphs as instructed
3	Use database software to create, modify and present data for the legal environment	3.1	Describe the basic structure of spreadsheets
		3.2	Create spreadsheet files for use in the legal environment including a header and/or footer, as instructed
		3.3	Enter and edit text and data in cells, rows and columns
		3.4	Use a range of enhancements to make the presentation of data clearer
		3.5	Enter formulae and calculate data
		3.6	Sort data as instructed
		3.7	Create and format charts and graphs to clearly represent spreadsheet data
		3.8	Name, re-name, save and print spreadsheet files, charts/graphs as instructed
		3.9	Describe the structure of databases
		3.10	Create and edit a simple database for the legal environment using appropriate field names and data types
		3.11	Create and amend a data entry form
		3.12	Insert and amend data
		3.13	Perform primary and secondary sorts
		3.14	Prepare simple reports inserting a header/footer as instructed
		3.15	Query a database to retrieve information
		3.16	Select and print reports, queries and tables as instructed

Learning outcomes		Assessment criteria	
4	Understand the use of case management software in legal practice	4.1	Explain the general principles of case management software
		4.2	Identify the areas of law in which case management software would be used
		4.3	Describe the advantages and disadvantages of using case management software for the business and the client





## Unit 5: The Legal Environment

Unit code: M/501/5435

QCF Level: 2 BTEC Specialist

Credit value: 5

Guided learning hours: 40

### Unit aim

The aim of this unit is to enable the learner to develop an understanding of how laws can be made and categorised and to develop knowledge of the relevant people and procedures involved in the operation of the English Legal System in relation to both civil and criminal cases.

### Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

#### On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Explain the purpose of law	1.1	Describe law as sets of rules or codes of conduct
		1.2	Explain the aims of law
		1.3	Distinguish between civil and criminal law, public and private law
2	Describe the main sources of English law	2.1	Identify the stages in statute creation and explain the concept of parliamentary supremacy
		2.2	Identify the main rules of statutory interpretation
		2.3	Explain the role of delegated legislation
		2.4	Explain the system of judicial precedent

Learning outcomes		Assessment criteria	
		2.5	Describe the effect of European law on the legal system
		2.6	Describe the purpose of Section 3 of the Human Rights Act 1998
3	Explain the operation of the legal system	3.1	Identify the civil and criminal courts in order of hierarchy and describe in outline the jurisdiction of each court
		3.2	Describe the role of judges, barristers, solicitors, legal executives
		3.3	Describe the role of lay people in the law i.e. Juries and Magistrates
		3.4	Explain the range of advice and assistance available to a claimant in a civil case
		3.5	Explain the range of advice and assistance available to a defendant in a criminal case
		3.6	Describe pre-trial procedure in criminal cases
		3.7	Identify the range of sentences given
		3.8	Identify alternative methods of dispute resolution in civil cases
		3.9	Describe the process of a civil claim
		3.10	Describe the main remedies available in a civil claim

## Unit 6: Consumer Rights

Unit code: D/501/5544

QCF Level: 2 BTEC Specialist

Credit value: 7

Guided learning hours: 40

### Unit aim

The aim of this unit is to enable the learner to develop an understanding of consumer contracts and the applicable consumer legislation and regulations. The learner will develop knowledge of the purposes and assessment of compensation and the role of consumer support organisations

### Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

#### On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Explain the nature of a consumer contract	1.1	Describe the requirements of a valid contract
		1.2	Describe the key legislation of consumer law
		1.3	Explain the nature and control of exclusion clauses
2	Explain the statutory protection available to the consumer	2.1	Explain the provisions of the Consumer Protection Act 1987 Part 1 in relation to strict liability relating to defective products
3	Explain the purpose of damages in consumer protection contracts	3.1	Explain the purpose of damages
		3.2	Describe the principles on which damages may be assessed
4	Explain the role of consumer support organisations	4.1	Describe the role of organisations which assist the consumer in relation to their exercising rights
		4.2	Explain the enforcement relating to trade descriptions and misleading price indicators



## Unit 7: Family Law

Unit code: H/501/5545

QCF Level: 2 BTEC Specialist

Credit value: 7

Guided learning hours: 40

### Unit aim

The aim of this unit is to enable the learner to develop an understanding of the law relating to marriage and relationships, the breakdown of a relationship, provisions relating to children and relevant court orders and documentation.

### Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

#### On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Explain the requirements for a valid marriage	1.1	Identify the formalities of a valid marriage
		1.2	Explain the requirement for capacity in relation to a valid marriage
		1.3	Describe the factors relating to void and voidable marriages
		1.4	Describe the effect of the Civil Partnership Act 2004 in outline only
2	Explain the breakdown of a marriage	2.1	Explain the ground and facts for divorce
		2.2	Distinguish between divorce and judicial separation
3	Describe ancillary relief in relation to divorce	3.1	Identify the statutory guidelines that will be applied in an application
		3.2	Describe the orders available in the Family Proceedings Court

Learning outcomes		Assessment criteria	
4	Explain the provisions relating to children following the breakdown of a marriage	4.1	Explain the basic principles of Section 1 of the Children Act 1989
		4.2	Describe the orders available under Section 8 of the Children Act 1989 and the circumstances in which they could be used

## Unit 8: Principles of Criminal Law

Unit code: J/501/5540

QCF Level: 2 BTEC Specialist

Credit value: 7

Guided learning hours: 40

### Unit aim

The aim of this unit is to enable the learner to develop an understanding of the elements of crime and to develop knowledge of fatal and non fatal offences against the person, offences against property and the procedure from pre arrest to court appearance.

### Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

#### On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Explain the key elements of criminal liability	1.1	Explain the principle of actus reus
		1.2	Explain the principle of mens rea
		1.3	Identify offences of strict liability
2	Explain the principles of offences against the person	2.1	Explain and define the offence of murder including elements of causation and malice aforethought
		2.2	Distinguish between murder and voluntary manslaughter outlining the elements of provocation, suicide pact and diminished responsibility under Sections 2, 3 and 4 of the Homicide Act 1957
		2.3	Explain the offence of involuntary manslaughter and describe the key elements of gross negligence and constructive manslaughter
		2.4	Summarise the differences between voluntary and involuntary manslaughter
		2.5	Explain the key components of a range of non-fatal offences

Learning outcomes		Assessment criteria	
3	Explain the principles of offences against property	3.1	Explain the key elements of a range of offences against property
4	Explain the criminal process	4.1	Explain the roles and powers of the police and the Crown Prosecution Service (CPS) from pre-arrest to trial
		4.2	Describe the structure of the criminal courts in England and Wales including the appeals route
		4.3	Explain the role of key personnel in the criminal courts and their powers
		4.4	Explain modes of trial



## Unit 9: Conveyancing

Unit code: J/501/9961

QCF Level: 2 BTEC Specialist

Credit value: 7

Guided learning hours: 40

### Unit aim

The aim of this unit is to enable the learner to develop an understanding of land and property law and the legal procedure for buying and selling property from initial viewing through to exchange of contracts and completion with finally handing over the keys to the property.

### Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

#### On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Distinguish between Land and Property	1.1	Describe what constitutes real property
		1.2	Describe what constitutes personal property i.e. chattels
		1.3	Define the term 'land'
		1.4	Describe the principles of co-ownership including rights of survivorship
		1.5	Identify the main difference between Freehold land and Leasehold land
		1.6	Describe the basic concept of Commonhold rights for flatowners

Learning outcomes		Assessment criteria	
2	Describe land registration	2.1	Describe the purpose of land registration including benefits of registration
		2.2	Describe the role of the HM Land Registry and District Registries
		2.3	Describe the contents of the Register
		2.4	Describe overriding interests including easements and rights of persons in actual occupation
		2.5	Describe a restrictive covenant and its effect on uses of the land
3	Explain the concept of the mortgage	3.1	Describe the purpose of a mortgage and sources of a mortgage funding
		3.2	Describe the main types of mortgage and interest rate packages i.e. repayment and interest-only (endowment)
		3.3	Describe the protection available for the mortgagee and mortgagor
4	Describe the legal procedures for transferring land from a seller to a buyer	4.1	Describe the procedure for a seller in selling a house or flat
		4.2	Describe the procedure for a buyer in purchasing a house or flat
		4.3	Describe the significance of exchange of contracts and completion
		4.4	Describe the role of estate agents in the sale and purchase of property

# Unit 10: Probate Practice and Administration

Unit code: K/501/5546

QCF Level: 2 BTEC Specialist

Credit value: 7

Guided learning hours: 40

## Unit aim

The aim of this unit is to enable the learner to develop an understanding of drafting a will and the practicalities of administering an estate and to recognise relevant legal terminology. The learner will develop knowledge of the probate procedure from initial instructions to post grant matters.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Describe the basic principles of will drafting	1.1	Describe the basic principles of will drafting and the importance of witnesses and executors
		1.2	Describe the different types of legacies
		1.3	Identify the different types of beneficiary
2	Explain probate procedure in taking initial instructions and formalities	2.1	Describe the role of the Probate Registry
		2.2	Explain the pre grant procedure relating to statutory advertisements and genealogy searches
		2.3	Describe the different types of grants of probate and identify their relevant oaths
		2.4	Describe factors to be considered when dealing with grants of probate

Learning outcomes		Assessment criteria	
3	Explain how to administer, wind up and distribute an estate	3.1	Explain the practicalities of administration
		3.2	Describe what might be included in estate accounts
4	Explain basic post grant matters	4.1	Explain different types of post grant matters
		4.2	Describe the procedure for closing a file

# Unit 11: Principles of Liability

Unit code: L/501/5538

QCF Level: 2 BTEC Specialist

Credit value: 10

Guided learning hours: 40

## Unit aim

The aim of this unit is to enable the learner to develop an understanding of different types of liability and the elements which have to be proved in criminal cases, contract law cases and negligence cases.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Explain the principles of liability in relation to criminal law	1.1	Identify the key elements of actus reus
		1.2	Explain the meaning of mens rea and identify the different levels
		1.3	Explain the meaning and rationale of strict liability offences and apply in specified scenarios
		1.4	Identify and apply concepts to a range of fatal and non-fatal offences against the person
2	Identify the key elements of a contract and apply contract law	2.1	Identify the key elements of a contract (as opposed to an agreement) and explain their importance in a legally binding situation
		2.2	Describe the circumstances in which a contract may be discharged
		2.3	Identify the remedies available on termination of contract by breach
		2.4	Describe key legislation on consumer law

Learning outcomes		Assessment criteria	
3	Explain the legal requirements needed to establish negligence	3.1	Describe the concept of negligence and identify the circumstances in which negligence may be established
		3.2	Explain the following concepts in relation to negligence: a foreseeability b proximity c causation d remoteness of damage e intervening acts f thin skull rule (also known as eggshell skull rule) g contributory negligence h public policy considerations
		3.3	Identify the circumstances in which the defences of vicarious liability and/or contributory negligence can be raised

## Unit 12: Principles of Debt Recovery

Unit code: L/501/5541

QCF Level: 2 BTEC Specialist

Credit value: 7

Guided learning hours: 40

### Unit aim

The aim of this unit is to enable the learner to develop an understanding of civil procedure and rules relating to debt recovery and to develop knowledge relating to pre action protocol, relevant documentation, trial procedure and enforcement.

### Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

#### On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Explain the structure and jurisdiction of the civil courts	1.1	Describe the hierarchy of the civil courts
		1.2	Identify key court personnel and describe their main areas of responsibility
		1.3	Describe the jurisdiction of the civil courts in relation to debt matters
		1.4	Describe the track system and illustrate how allocation works
		1.5	Explain in outline the structure and purpose of the Civil Procedure Rules (CPR)
		1.6	Explain the overriding objective of the CPR
		1.7	Describe the doctrine of precedent within the civil court structure

Learning outcomes		Assessment criteria	
2	Explain pre-action matters	2.1	Describe the steps that need to be taken before commencement of proceedings
		2.2	Explain the importance of complying with any pre-action protocol
3	Describe the documentation required for commencement of a debt recovery action	3.1	Describe the documents used to commence proceedings in relation to a debt action and their content
		3.2	Identify the contents of a response pack
		3.3	State the order of proceedings before trial and identify the time limits in a small claims action
4	Describe the trial process and how a claim can terminate without trial	4.1	Describe the procedure for a small claims hearing
		4.2	Describe methods of terminating before trial
5	Explain post-trial enforcement	5.1	Explain appropriate methods of enforcement
		5.2	Describe circumstances in which different enforcement methods would be used



# Unit 13: Law in the Workplace

Unit code: R/501/5542

QCF Level: 2 BTEC Specialist

Credit value: 7

Guided learning hours: 40

## Unit aim

The aim of this unit is to enable the learner to distinguish between self employed and employee and develop an understanding of the importance of a contract and of employment law relating to rights at work and rights in relation to termination of contract.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Distinguish between a self employed person and an employed person	1.1	Describe the three tests that are used to identify an employed person and a self employed person
		1.2	Describe the practical points that the three tests examine to distinguish between an employed person and self employed person
		1.3	Explain how the courts will apply these tests to different situations
2	Explain the importance of a contract of employment	2.1	Describe the advantages of having a contract
		2.2	Identify the main terms that would usually be found in a contract of employment
		2.3	Identify the implied terms of a contract of employment for: <ul style="list-style-type: none"> <li>a the employer</li> <li>b the employee</li> </ul>

Learning outcomes		Assessment criteria	
3	Explain how contracts of employment can be terminated	3.1	Explain the main distinction between wrongful dismissal and unfair dismissal
		3.2	Describe the different remedies for unfair dismissal and the procedures for obtaining these
		3.3	Identify specific situations where a dismissal would be automatically unfair
		3.4	Identify the five potentially fair reasons for dismissal
		3.5	Identify the relevant pro form as used to commence an action and describe their content
4	Identify the requirements of an effective working environment.	4.1	Describe the relevant legislation that applies to the working environment
		4.2	Identify the difference between direct and indirect discrimination
		4.3	Describe the key elements of good practice.
		4.4	Explain why established policies should be monitored and should evolve to reflect the dynamics of the workplace

# Unit 14: Personal Injury Procedures

Unit code: Y/501/5543

QCF Level: 2 BTEC Specialist

Credit value: 7

Guided learning hours: 40

## Unit aim

The aim of this unit is to enable the learner to develop an understanding of fault based personal injury litigation from pre action protocol, through trial to post trial enforcement. Learners will develop knowledge and skills relating to relevant rules, documents and funding of advice and representation.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Explain the civil court structure and Civil Procedure Rules	1.1	Describe the civil court structure (CPR) April 2007
		1.2	Explain the overriding objective of the CPR
		1.3	Identify the duties of the court and the court's management powers
2	Explain pre-action matters	2.1	Explain the requirements of the pre-action protocol
		2.2	Select and explain the most appropriate court system depending on individual circumstances and the value of a case
3	Describe how a civil action may be financed	3.1	Identify different funding methods according to individual client circumstances
		3.2	Explain the levels of service as determined by the different funding methods

Learning outcomes		Assessment criteria	
4	Explain how to progress a case through County or High Court	4.1	Describe how to commence an action
		4.2	Identify the contents of a Response Pack
		4.3	Describe preparation for trial and the requirements of: <ul style="list-style-type: none"> <li>a Evidence</li> <li>b Disclosure</li> <li>c Witnesses and witness evidence</li> <li>d Trial Bundles.</li> </ul>
5	Explain post-trial enforcement	5.1	Explain appropriate methods of enforcement
		5.2	Describe circumstances in which different enforcement methods would be used.

## Unit 15: Legal Word Processing

Unit code: R/600/2946

QCF Level: 3 BTEC Specialist

Credit value: 15

Guided learning hours: 140

### Unit aim

The aim of this unit is to enable the learner to develop the knowledge and skills to accurately produce professional documentation appropriate for the legal and business environment. The learner will employ advanced word processing techniques and audio transcription skills to edit and manipulate a variety of legal and business documents

### Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

#### On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	use word processing software features to produce business and complex legal documents	1.1	create business and complex legal documents to a given house style from manuscript and printed text
		1.2	amend and format the layout and text of complex documents including the use of automated functions
		1.3	create and format complex tables
		1.4	comply with written instructions and interpret amendment and correction signs
		1.5	route originals/copies/printouts as instructed
		1.6	perform and check calculations in complex documents
		1.7	name, save and print draft and final copies of complex business and legal documents, as instructed

Learning outcomes		Assessment criteria	
2	transcribe business and legal documents from audio	2.1	transcribe business and complex legal documents from audio
		2.2	follow, interpret and implement audio conventions and instructions to produce documents including those with complex legal terminology

## Unit 16: Business Skills in the Legal Environment

**Unit code:** R/600/1019

**QCF Level:** 3 **BTEC Specialist**

**Credit value:** 15

**Guided learning hours:** 130

### Unit aim

The aim of this unit is to enable the learner to develop the knowledge and skills to evaluate business management systems and identify and monitor the application of relevant legislation in the legal environment. The learner will also gain an understanding of the importance of continuous improvement, effective team working and learn how to organise and co-ordinate events.

### Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

#### On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Understand the structure of the legal system and the legislation affecting the individual in a legal office	1.1	Explain the structure and personnel in the court system
		1.2	Explain the personal rights and responsibilities of the individual in maintaining a safe, healthy and secure working environment
		1.3	Carry out a basic risk assessment to monitor hazards to self and others
		1.4	Describe the employment legislation in an office
2	Understand the use of different information and communication equipment and systems in a legal office	2.1	Explain the use of different information management systems
		2.2	Evaluate information systems and suggest improvements

Learning outcomes		Assessment criteria	
		2.3	Compare and evaluate manual and electronic communication systems and make recommendations for improvement
		2.4	Produce documentation according to organisational policies and procedures
3	Understand the importance of continuous improvement within a legal office	3.1	Explain the importance of individual continuous development within the working environment
		3.2	Describe techniques for identifying individual needs for development and opportunities within the organisation
		3.3	Evaluate the use of different improvement techniques used by an organisation
		3.4	Make recommendations for improvements to work practices
4	Understand the importance of effective team working within a legal office	4.1	Explain the benefits of team working
		4.2	Describe the characteristics of a productive team and how to maintain it
		4.3	Explain ways of negotiating priorities with team members and others
		4.4	Explain how to resolve potential conflict in a team
		4.5	Describe how to plan and monitor resources
5	Plan or co-ordinate an event	5.1	Select appropriate venues for different types of internal and external events
		5.2	Plan each stage of an event or meeting describing the resources/activities to be carried out
		5.3	Describe how to monitor the progress of event preparation in order to meet targets
		5.4	Prepare information and documentation for delegates
		5.5	Describe techniques and reasons for evaluating the success of an event



## Unit 17: Proof-reading in the Legal Environment

Unit code: T/600/1014

QCF Level 3: BTEC Specialist

Credit value: 2

Guided learning hours: 20

### Unit aim

The aim of this unit is to enable the learner to develop the knowledge and skills to accurately proofread and amend documentation appropriate for the legal and business environments.

### Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

#### On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Proof-read legal and business documents	1.1	Check, identify and amend spelling errors
		1.2	Check, identify and amend punctuation errors
		1.3	Check, identify and amend consistency errors
		1.4	Check, identify and amend grammatical errors
		1.5	Check, Identify and amend presentation errors



# Unit 18: Legal Information Processing

Unit code: R/600/1022

QCF Level: 3 BTEC Specialist

Credit value: 7

Guided learning hours: 70

## Unit aim

The aim of this unit is to enable the learner to develop the knowledge and skills to use advanced features of spreadsheet and database software to manipulate data within the context of the legal environment. They will learn how to manage and integrate information effectively to produce meaningful data and reports.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Use advanced spreadsheet software features to manipulate and present data in the legal environment	1.1	Create spreadsheet files with multiple worksheets for use in the legal environment including a header and/or footer, as instructed
		1.2	Enter and edit text and data
		1.3	Format spreadsheets
		1.4	Use a range of enhancements to make the presentation of data clearer
		1.5	Perform primary and secondary sorts
		1.6	Enter and use complex formulae and statistical functions to achieve required outcome
		1.7	Create and format charts/graphs to clearly represent spreadsheet data
		1.8	Export charts/graphs to other software applications
		1.9	Save and print spreadsheet files, charts/ graphs as instructed

Learning outcomes		Assessment criteria	
2	Use database software to manipulate and present data for the legal environment	2.1	Open a database to display records and fields for editing
		2.2	Create, amend and reformat a data entry form
		2.3	Amend database structure using appropriate field names and data types where appropriate
		2.4	Insert, amend and manipulate data
		2.5	Perform primary and secondary sorts
		2.6	Use a range of enhancements to make the presentation of data clearer
		2.7	Use complex queries to create a range of documents
		2.8	Name, save and print database structures, inserting a header/footer and page numbers, as instructed
3	Produce an integrated file using word processing and spreadsheet or database applications	3.1	Import from a spreadsheet or database application maintaining a link between the files
		3.2	Format imported data as required
		3.3	Print an integrated document

## Further information

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For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website ([www.edexcel.com](http://www.edexcel.com)).

## Useful publications

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Related information and publications include:

- *Guidance for Centres Offering Edexcel/BTEC QCF Accredited Programmes* (Edexcel, distributed to centres 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 external verification of vocationally related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

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

Skills for Justice  
Centre Court  
Atlas Way  
Sheffield  
S4 7QQ

Telephone: 0114 261 1499

Email: [info@skillsforjustice.com](mailto:info@skillsforjustice.com)

# Professional development and training

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Edexcel supports UK and international customers with training related to 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 in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website ([www.edexcel.com/training](http://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.

Our customer service numbers are:

BTEC and NVQ 0844 576 0026

GCSE 0844 576 0027

GCE 0844 576 0025

The Diploma and functional skills 0844 576 0028

DiDA and other qualifications 0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Our training is underpinned by the LLUK standards for those preparing to teach and for those seeking evidence for their continuing professional development.

## Annexe A

### The Edexcel/BTEC qualification framework for the Business and Administration and Management and Team Leading sector

Progression opportunities within the framework.

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
8				
7			BTEC Level 7 Award/Certificate/Diploma/Extended Diploma in Strategic Management and Leadership (QCF)	Level 7 NVQ Diploma in Management (QCF)
6				
5		BTEC Level 5 HND Diploma in Business (QCF)	BTEC Level 5 Award/Certificate/Diploma in Management and Leadership (QCF)	Level 5 NVQ Diploma in Management (QCF)
4		BTEC Level 4 HNC Diploma in Business (QCF)		Level 4 NVQ Certificate/Diploma in Business and Administration (QCF)

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
3	GCE in Business GCE in Economics and Business Studies GCE Applied Business	BTEC Level 3 Certificate/Subsidiary Diploma/Diploma/Extended Diploma in Business (QCF)	BTEC Level 3 Award/Certificate in Principles of Business Administration (QCF) BTEC Level 3 Award/Certificate in Management (QCF) BTEC Level 3 Diploma for Medical Secretaries (QCF) BTEC Level 3 Certificate for Legal Secretaries (QCF) BTEC Level 3 Diploma for Legal Secretaries (QCF)	Level 3 NVQ Certificate/Diploma in Business and Administration Level 3 NVQ Certificate in Management (QCF)
2	GCSE in Applied Business GCSE in Business Studies GCSE in Business Communications GCSE in Business Studies and Economics	BTEC Level 2 Certificate/Extended Certificate/Diploma in Business	BTEC Level 2 Award/Certificate in Principles of Business Administration (QCF) BTEC Level 2 Award/Certificate in Team Leading (QCF) BTEC Level 2 Diploma in Medical Administration (QCF) BTEC Level 2 Certificate for Legal Secretaries (QCF) BTEC Level 2 Diploma for Legal Secretaries (QCF)	Level 2 NVQ Award/Certificate/Diploma in Business and Administration (QCF) Level 2 NVQ Certificate in Team Leading (QCF)



Level	General qualifications	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
1		BTEC Level 1 Award/Certificate/Diploma in Business Administration (QCF)		Level 1 NVQ Award/Certificate in Business and Administration (QCF)
Entry		BTEC Entry Level Award in Business Administration (Entry 3) (QCF)		

**NQF** = National Qualifications Framework

**QCF** = Qualifications and Credit Framework

For most qualifications on the **NQF**, the accreditation end date is normally 31 August 2010 or 31 December 2010.

For qualifications on the **QCF**, the accreditation start date is usually 1 September 2010 or 1 January 2011.

QCF qualification sizes	
<b>Award</b>	1-12 credits
<b>Certificate</b>	13-36 credits
<b>Diploma</b>	37+ credits

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For more information on Edexcel and BTEC qualifications please  
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